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ABSTRACT

A survey of 29 Michigan community and junior college learning resource centers was conducted in the spring of 1979 to examine the status of resources and services, their scope and use, and the staffing and budgets necessary to support these resources and services during the 1977-78 academic year. The survey report compares the data from this survey with those from a 1971 study where possible. The report begins by providing background on the Michigan community colleges. Chapter II presents information pertaining to the types of services provided by libraries/learning resource centers, e.g., library, audio-visual, programmed learning, and special services, and information on weeks of service per year and days and hours open per week. Chapter III focuses on print, periodical, and audio-visual collections and their use. Chapter IV examines library/learning resource personnel with regard to staff size and allocation of staff time to various library activities, and to audio-visual services and programmed learning. Chapter V considers total budget allocations and operating expenditures. The data collected in the survey are presented in tables in 23 appendices and the survey instrument is included. (Author/AYC)

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THE STATUS AND PROSPECTS OF

LIBRARY/LEARNING RESOURCE CENTERS

At Michigan Community Colleges

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A REPORT PREPARED FOR
THE DIRECTORS OF
MICHIGAN COMMUNITY COLLEGE LIBRARIES/LEARNING RESOURCE CENTERS
AND THE
MICHIGAN COMMUNITY COLLEGE ASSOCIATION
NOVEMBER 1979

JC 800 062

EDITOR'S PREFACE

This Report is the product of nearly two years effort on the part of Michigan community and junior college library administrators. Special recognition should go to the Ad Hoc Learning Resource Committee representing Michigan Community College Learning Resource Directors whose knowledge and expertise guided the construction of the survey instrument and the direction of the Report. The members of the Ad Hoc Committee were:

Avram Rosenthal Henry Ford Community College	Division Head, Library Services
Alfred V. Sagar Kalamazoo Valley Community College	Assistant Dean of Instruction, Learning Resources
Stuart E. Lawrence Kirtland Community College	Director, Library
James P. Platte Lansing Community College	Dean, Learning Resource Division
Barbara Collinsworth Macomb County Community College	Associate Dean, Learning Resources-Library
Thomas H. Lyons Mid Michigan Community College	Director, Media Center
Donald S. Pelkey C. S. Mott Community College	Dean, Learning Resources
Ruth M. Foley St. Clair County Community College	Director, Learning Resources Center

Recognition is also due to Dr. Diane Smolen, Director of Institutional Research, for research design; to Karen Foy, Project Assistant, Dean's Office, Learning Resources, who collated the data; and to Mary Dassance, Technical Assistant, Professional Resource Center, who prepared the final format and tables of data. All three are staff members at Lansing Community College.

I want to express my gratitude to all the LRC directors and community college presidents who saw to the prompt response to the questionnaire. I trust they will find the data accurate and useful. I alone am responsible for the analysis of data and related findings included in the Report.

A final note of appreciation is due Dr. Robert D. Cahow, Executive Director, Michigan Community College Association, who encouraged and supported the undertaking from its outset and without whose assistance the prompt response acknowledged above and the final printing of the Report would not have been possible.

James P. Platte

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INTRODUCTION

The following Report examines the 1977-78 status of library/learning resource centers at Michigan community colleges. It is an update of the Report published in July, 1971, by the Michigan Community College Association on the status of community college libraries/learning resource centers in 1969-70. The data contained herein are based upon institutional responses to a survey questionnaire developed initially by a special committee of the Michigan Association of Community College Library Administrators in cooperation with the Research Sub-committee of the Michigan Community College Association in 1970, and revised by an Ad Hoc Committee of Michigan Community College Learning Resource Center directors in 1978.

Per the advice of the Ad Hoc Committee, the survey instrument paralleled that used in 1970 with changes made mostly to recognize expanded services, especially in media distribution and production. Effort was made to refine those items which were critiqued after the first survey in 1970. Consensus was reached also on the format for analysis and reporting the data. It was agreed that the Report would provide longitudinal data whenever possible and that analysis would be limited in scope to that provided in the 1971 Report. Should there be additional interests in analytical reports, they will be given directly to the LRC directors.

The purposes of the survey were:

1. To develop state-wide data and summary analysis as criteria for community college learning resource operations.

2. To complement HEGIS data (which reflect less than half of our operations, resources, and services.)

3. To focus local and state-wide data on recognized community college LRC input and output indicators.

4. To support a data gathering process (perhaps biennial) over which the LRC directors may have control and may choose to use locally when addressing such interests as resource access, funding and staffing priorities, developing and organizing services etc.

The survey was structured to accommodate both the larger and the smaller community colleges. Additional definitions were developed and attached to the survey to assist in those areas which exceed HEGIS.

Upon receipt of survey responses from all twenty-nine community college LRC directors, the data were presented in tables to the respondents for review and correction. The data were revised per second responses. In a third effort, additional corrections of data were made by telephone. Whenever possible, all corrections in data were reviewed with the original authors. Major variations in data are observed in explanatory notes. Occasionally data were adapted to the report format by the compiler/editor.

The Report is divided into five chapters. Chapter I presents background information on the twenty-nine community colleges which should provide the reader with context for assessing the learning resource center data and analyses. Chapter II presents information pertaining to the types of services provided by library/learning resource centers. Chapters III and IV focus on collections and use data and personnel staffing patterns. Chapter V concerns budget allocations for library/learning resource centers.

The data analysis was performed by James Platte, Dean, Learning Resources, Lansing Community College. The research design was constructed with the assistance of Dr. Diane Smolen, Research Office, Lansing Community College and of the Ad Hoc Committee of Michigan Community College/Learning Resource Center directors. The data were compiled and prepared for copy by Karen Foy and Mary Dassance, project assistants to Dean Platte.

Following the format of the 1971 Report, appendices are attached to show tables of data reflecting all questions of the survey except those which did not lend themselves to tables and a few which were eliminated because of highly inconsistent data (for example, question #3, in Part III, re: depth of periodical collection). Copies of the survey, of the HEGIS definitions, and of additional definitions follow the appendices.

SUMMARY OF FINDINGS

This survey of 29 Michigan community and junior college learning resource centers, conducted in the spring of 1979, examined the status of resources and services, their scope and use, and the staffing and budgets necessary to support these resources and services during the 1977-78 academic year. Wherever possible, the 1977-78 data were compared with similar data reported in the 1971 Report published by the Michigan Community College Association under the same title for the academic year 1969-70.

As to variety and scope of services in the 29 community college library/learning resource centers--the following conclusions can be made:

1. Considerably fewer learning resource centers reported orientation sessions and formal classes as compared with the 1969-70 Report; however, some of these activities may have been replaced with class visits (not reported in 1969-70) and by an increase in guided tours, use of library handbooks etc.

2. Public service librarians spent an average of 17 hours per week at the reference desk, performing an average of 260 reference transactions and 416 directional transactions per week. These same public service librarians averaged five to nine hours per week in book selection.

3. A major shift has taken place in the allocation of staff time to the primary library functions of acquisition, interpretation, and circulation. The average percentage of time given to acquisition has been reduced since 1969-70 by 19 percent and that given to interpretation of collection has been increased by about a similar percent. This shift suggests that less time is spent by mature libraries in developing collections, and more time is spent in instructional and promotional roles. The amount of time spent on circulation/distribution has remained about the same.

4. All 29 community colleges reported the inclusion of audio and video services, hardware circulation, software circulation, and microfilm access. Twelve of the learning resource centers provide closed circuit television, as compared with seven in 1969-70. Twenty-three reported having an audio-visual production area and 16 have graphics production. The extent of photographic, video, audio, and graphics production increases in proportion to the size of the college.

5. Nine of the learning resource centers supervise learning laboratories for individualized programming and developmental skills. Twenty-two of the 29 learning resource centers support individualized programmed instruction by providing materials and maintaining auto-tutorial carrels.

6. The state wide average for weekly hours of operation for the 29 libraries/learning resource centers was 64 hours, down three hours from the data reported in 1969-70.

As to collections and use, comparisons were made among small, medium, and large community colleges:

1. Small colleges averaged a 62 percent increase in size of collection (from 13,841 volumes to 22,476 volumes) between 1970 and 1978; however, the average number of volumes per equated student declined by 14 percent (from 29 volumes down to 24 volumes). For medium size colleges, average volume holdings increased 80 percent between 1970 and 1978 (from 25, 147 volumes to 47,273 volumes), whereas the volumes per equated student increased 26 percent (from 15 volumes per equated student to 19 volumes). Among the larger colleges, the average volume holdings increased 29 percent between 1970 and 1978 (from 65,325 volumes to 84,082 volumes); however, the average number of volumes per equated student decreased 4 percent (from 11 volumes per student to 10.5 volumes). The support of additional volumes does not occur in direct proportion to increased enrollment.

2. Comparing periodical holdings of 1970 with 1978, we note that the number of periodical titles declined slightly in colleges with smaller enrollment (from 225 titles to 209), increased modestly in colleges with medium enrollment (from 367 titles to 450 titles), and increased greatly in colleges with large enrollment (from 517 titles to 753 periodical titles). All colleges combined, however, showed a decrease from .29 periodical titles per equated student to .15 periodical titles per equated student.

3. In general, the 29 community colleges showed great increases in audio-visual holdings, a 60 percent increase in hardware units (from an average of 249 units in 1970 to 398 units in 1978) and a more than doubling of software holdings (from 4,970 in 1970 to 10,694 in 1978).

4. Circulation statistics for printed materials suggested that students of smaller institutions tend to use the library more, at least in the print category, than do students of larger institutions. The longitudinal data showed that medium size colleges increased its circulation per equated student by 2.5 percent, that larger college circulation decreased by 3.5 percent, and that the circulation average for all 29 colleges decreased slightly per equated student between the reports. The average circulation of all materials and equipment for all 29 community colleges was 65,699 for 1978 (up 40,000 over 1970), of which 40 percent was circulation of hardware, software, and student use of audio-video closed circuit.

The staffing patterns in the 29 library/learning resource centers reflect the changing role of comprehensive services to community college programs:

1. Nine percent of staff time has shifted from Library Services (1970:74%) to A-V Services (now 28%), Programmed Learning (now 4%), and Other (now 3%--Systems Designs etc.).

2. Although the ten smaller colleges showed an 86 percent increase in enrollment since the 1970 report, their staffing with professional, technical, secretarial, and student assistants slightly declined. Hence their ratio of students to staff increased an average of nearly 150% , which increase nearly approximates the ratios that now exist between students and staff in the medium size and larger community colleges. Staffing in these latter colleges kept pace with enrollment, but nearly doubled in ratio of student assistants use.

The average percentage of total institutional operating budget allocated to library/learning resource services was 3.6% in 1978 compared to 4.7% in 1970. However, the average real dollars per student were up 47% (from $57.60 to $85.13). Of those dollars, 68% is expended for staff salaries and wages; 16.5% for books and periodicals; the remaining 15.5% is fairly evenly split for software, hardware, and miscellaneous. Compared to the 1970 percentages, these figures show a 6% increase in personnel budgets and an 11% decrease in book budgets.

CHAPTER I

BACKGROUND ON THE MICHIGAN COMMUNITY COLLEGES, FALL, 1978

BACKGROUND

The library/learning resource centers in Michigan Community Colleges generally reflect the size, scope of programs, and varieties of teaching and learning styles of the colleges they support. Large, long established community/junior colleges will have collections of considerable size and depth; smaller, newer colleges--not so. Colleges with rather traditional teaching styles will have rather traditional libraries, while those with individualized, media supported instructional delivery systems will have learning resource centers with diverse media support.

It helps, therefore, in comparing data, to recognize the age, diversity of programs, budget size, number of students and credits of the various colleges. Some of those data are summarized in this chapter. The data on credit hours for Fall, 1978, the calendar system, the full-time equated faculty (FTEF), and the institutional budgets were submitted by the respondents. The dates on which colleges were established were taken from the 1979 Community, Junior, and Technical College Directory. The data on number of courses offered at each college were from the Michigan Department of Education Public Community and Junior College Taxonomy of Courses. The full-time equated students (FTES) data for Fall, 1978, were derived by dividing 15.5 credit hours (standard for quarter or semester) into the total credit hours reported. The data on fiscal year equated students (FYES) for 1977-78 were taken from LEGICOM.

One should note that community college librarians generally prefer to speak of actual headcount (total number of students enrolled) rather than FTES or FYES. They observe that half-students or third-students do not come into learning resource centers, whole students do. Nor do five students, taking one class each, limit themselves to the number and variety of books and media used by one full-time student. It would be wise, therefore, as a general rule, to double the FYES to estimate the number of students actually attending a particular college and potentially using its respective library/learning resource center.

Some observations may be made about background data not reported. No effort was made to specify which colleges and their libraries were in "resource rich" areas. However, if a college with its learning resource center is in the neighborhood of another major college or large public library, the size and character of that community college's library collection and consequent circulation of materials might vary greatly from those of a college learning resource center which has no neighboring support, but which, itself, may serve as the library for the community. Then, too, this survey did not determine and compare the degree of centralization versus decentralization of library services or curricula control in the various community colleges. Nor did it present the focus of each college's objectives, be they heavily career oriented, transfer oriented, community service oriented etc. All these characteristics of a community college and many more have an impact on the depth and breadth of library/media services and how they are organized and used at that college. This background diversity should be kept in mind as input and output data are compared.

To facilitate the comparing of data, one variable, FYES size, was used to group the colleges into three groups: small, medium, large. This grouping was used in the 1971 Report. Although Southwestern Community College had a larger FYES for the 1977-78 year than did Monroe Community College, both were kept in their original (1971) groups for convenience of comparison. Although Wayne County Community College is in Group C because of 12,119 FYES for 1977-78 (3,064 FYES in 1969-70), it only very recently has established six campus sites with library support to each. Hence its minimal input/output data reflect its developmental condition and skew the averages for the colleges in Group C. This is true throughout the report.

The 1969-70 data, taken from the 1971 Report, are cited for comparison purposes. Where this is done, Mott Community College is listed alphabetically under its former name: Genesee. Also note that no 1969-70 data were reported for Wayne County in the 1971 study.

MICHIGAN COMMUNITY COLLEGES

BACKGROUND DATA, FALL, 1978

Community College	Credit Hours Fall 1978	FTEF* Fall 1978	FTES Fall 1978	FYES 1977-1978	FYES 1969-70
GROUP A					
Alpena	18,230	57	1,176	1,314	896
Bay de Noc	13,200	42	852	925	631
Glen Oaks	8,566	31	553	637	623
Gogebic	15,544	46	1,103	976	525
Kirtland	14,441	55	932	1,000	138
Mid Michigan	14,408	39	904	1,017	400
Montcalm	12,117	35	782	816	572
North Central	12,857	50	830	892	570
Southwestern	20,450	74	1,319	1,333	701
West Shore	9,135	44	589	703	224
GROUP B					
Highland Park		80		2,071	2,699
Jackson	54,125	221	3,498	3,965	2,221
Kalamazoo	43,725	149	2,769	2,953	1,370
Kellogg	38,814	119	2,504	2,682	1,818
Lake Michigan	25,459	132*	1,643	1,662	1,482
Monroe	16,488	68	1,064	1,315	1,162
Muskegon	37,509	121	2,391	2,656	2,565
Northwestern	30,897	110	1,994	1,928	1,129
St. Clair	32,216	130	2,080	2,391	2,264
Schoolcraft	60,079	238*	3,876	4,670	3,745
Washtenaw	48,031	240	3,099	3,663	2,489
GROUP C					
Delta	79,627	232	5,137	5,893	4,013
Grand Rapids	73,483	260	4,741	5,603	4,128
Henry Ford	114,077	335	7,360	8,055	6,007
Lansing	124,744	514*	8,048	9,037	4,040
Macomb (all)	177,061	454	11,423	12,319	10,100
Mott (Genesee)	71,626	274	4,621	4,993	4,366
Oakland (all)	135,281	325	8,728	10,496	8,580
Wayne (all)	135,796	635	8,761	12,119	3,064

*Estimated by equating part-time to .4.

MICHIGAN COMMUNITY COLLEGES

BACKGROUND DATA, FALL, 1978

Date Established	System	# of Courses Offered	Institutional Budget	Community College
				GROUP A
1952	Semester	372	$3,030,471	Alpena
1963	Semester	236	2,720,660	Bay de Noc
1967	Semester	292	1,858,646	Glen Oaks
1932	Semester	267	2,663,638	Gogebic
1966	Semester	226	2,482,927	Kirtland
1965	Semester	394	2,505,000	Mid Michigan
1965	Semester	200	1,816,000	Montcalm
1958	Semester	277	1,715,877	North Central
1964	Semester	312	2,570,471	Southwestern
1967	Quarter	355	1,990,742	West Shore
				GROUP B
1918	Semester	232	6,000,000	Highland Park
1928	Semester	612	8,384,653	Jackson
1966	Semester	750	7,103,859	Kalamazoo
1956	Semester	478	6,496,704	Kellogg
1946	Semester	404	3,580,000	Lake Michigan
1964	Semester	291	3,690,922	Monroe
1926	Semester	942	6,800,000	Muskegon
1951	Quarter	582	5,059,311	Northwestern
1923	Semester	450	5,675,447	St. Clair
1961	Semester	728	11,500,000	Schoolcraft
1965	Semester	1,307	10,031,527	Washtenaw
				GROUP C
1961	Semester	840	13,800,000	Delta
1914	Semester	1,331	12,000,000	Grand Rapids
1938	Semester	968	15,783,289	Henry Ford
1957	Quarter	2,685	21,330,000	Lansing
1954	Semester	919	23,498,129	Macomb (all)
1923	Semester	862	13,484,528	Mott (Genesee)
1964	Semester	606	21,179,299	Oakland (all)
1967	Semester	992	21,029,021	Wayne (all)

CHAPTER II

LIBRARY/LEARNING RESOURCE SERVICE PROGRAMS

LIBRARY/LEARNING RESOURCE SERVICE PROGRAMS

The community college libraries continue to change in services and collection in the 1970's. No longer are they considered merely as book depositories or as neglected study sanctuaries. Most are learning centers, media centers, library laboratories vital to learning and instruction. In today's Michigan community colleges, libraries are viewed as primary support units to a broad range of educational programs. They are essential catalysts to the realization of educational objectives. They maintain and use a vast reservoir of learning resources to assist students and faculty in achieving the goals of specific educational endeavors. They are a vital linkage integrating the processes of instruction and learning.

This chapter examines the library/learning resource centers in three dimensions: variety and scope of services, duration of operations, and accessibility of collection and services.

PROGRAM SCOPE

The activities of Michigan community college library/learning resource centers involve one or more of the following functions: library services, audio-visual services, programmed learning services and special services. The degree to which a library/learning resource center engages in these services depends upon factors such as the newness and size of the institution, the kinds of learning styles emphasized in various educational programs, the types of students to be served, the availability of learning resources in the community, and the educational needs of the broad at large constituency which the college seeks to serve.

See Appendix A for details on the scope of service programs under the supervision of each college library/learning resource center.

Library Services

This function entails three major areas of activity. The first involves the acquisition, selection, processing, and production of all library collections and materials. The second activity pertains to the interpretation of the library collections and materials to students, staff, and the community at large through orientation programs and through bibliographic and reference assistance. The third activity concerns the circulation of the library collections.

All Michigan community colleges provide the types of library services described in the preceding paragraph. However, the particular methods and techniques used to carry out these activities do vary from one institution to another. One also notes that the emphasis upon these activities is changed in 1977-78, as compared with 1969-70. For example, considerably fewer colleges reported orientation sessions and formal classes as compared with 1969-70 (Figure 1). However, some of these activities may have been replaced with class visits reported by colleges in 1977-78, but not reported in 1969-70. On the other hand, the number of colleges reporting guided tours and use of library handbooks has increased.

FIGURE 1

Methods of Faculty and Student Orientation to Library Services

Orientation Method	% of Community Colleges in Size Groups Reporting Use of Method							
	GROUP A (10 colleges)		GROUP B (11 colleges)		GROUP C (8 colleges)		TOTAL (29 colleges)	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
Orientation Sessions	90%	45%	82%	50%	88%	63%	86%	52%
Formal Classes	50%	9%	36%	50%	63%	38%	48%	31%
Guided Tours	80%	100%	82%	80%	63%	88%	72%	90%
Library Handbooks	40%	55%	91%	100%	88%	88%	72%	79%
Special Bibliographic Assistance	70%	45%	91%	80%	88%	50%	83%	59%
Class Visits		82%		70%		63%		72%

A detailed summary of library orientation methods is given in Appendix B

The decline of percentage of colleges reporting special bibliographic assistance in question #7, Part II of the survey is seriously challenged by the response to question #2 in Part IV of the survey (Figure 2). The latter question asked for the average hours per week spent by public service librarians in many activities including tours/orientation, bibliographic assistance, and library skills instruction. All but two colleges reported that their public service librarians averaged at least 2 hours per week in each of the three orientation activities.

FIGURE 2

Summary of Three Groups Comparing Methods of Orientation

Method of Orientation	Group	# Respondents	Average Hours Per Week
Tours/ Orientation	A	9/10	1.4 hrs.
	B	10/11	2.9
	C	8/8	1.8
	Average of 27/29 colleges responding		2.0
Bibliographic Assistance	A	9/10	3.4 hrs.
	B	10/11	2.3
	C	8/8	2.0
	Average of 27/29 colleges responding		2.5
Library Skills Instruction	A	9/10	2.4 hrs.
	B	10/11	3.1
	C	8/8	2.8
	Average of 27/29 colleges responding		2.7

See Appendix B for detailed summary.

A major function of library service is that of assisting students and faculty alike in locating, selecting, and using print or non-print materials appropriate to their needs and interest. This is commonly referred to as the reference function of librarianship. The survey asked the respondents to specify the average number of reference transactions per typical week in the year 1977-78 and also to specify the average directional transactions for a typical week during 1977-78. According to the definitions provided by HEGIS, the difference between the former and the latter transactions is that the latter may be achieved, for example, by pointing out where the card catalog, periodicals, or certain books are located; the reference transaction, however, results from a librarian assisting a student or faculty member in pinpointing the specific information need, recommending appropriate resources accordingly, and assisting in interpretation of those materials. Figure 3 shows the average number of reference transactions for each of the three groups of colleges. It also summarizes in average per group the average number of hours per week full time public service librarians spent at the reference desk.

FIGURE 3

Reference and Directional Transactions

Reference Transactions Average per Typical week	Group A	8/10 reporting	90 avg. per week
	B	10/11 reporting	100 avg. per week
	C	8/8 reporting	457 avg. per week
	26/29 colleges reporting		216 avg. per week
Directional Transactions Average per Typical week	Group A	8/10 reporting	139 avg. per week
	B	8/11 reporting	260 avg. per week
	C	8/8 reporting	848 avg. per week
	24/29 colleges reporting		416 avg. per week
Hours at Reference Desk per Full Time Public Service Librarian	Group A	8/10 reporting	12 hrs. per week
	B	10/11 reporting	18.25 hrs. per week
	C	8/8 reporting	20 hrs. per week
	26/29 colleges reporting		17 hrs. per week

See Appendix D for detailed summary of reference and directional transactions per typical week.

See Appendix C for detailed summary of average hours per week spent in various activities by public service librarians.

A third function of library services entails developing the library collection by selecting, acquiring, or producing print and non-print materials. In the smaller colleges (Group A), public service librarians spend an average of 9.5 hours per week in book selection. In medium size colleges (Group B), the librarians average 6 hours in book selection. In large colleges (Group C), librarians average 5.2 hours per week in book selection.

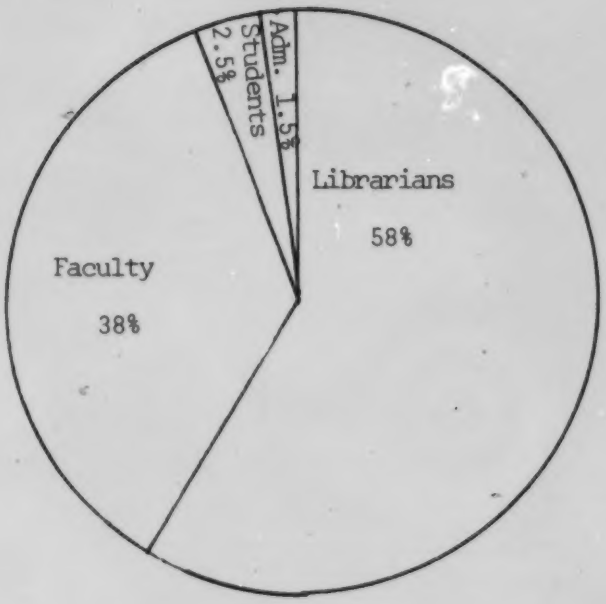
See Appendix C for a detailed summary on this library activity.

Since the best collection of books, periodicals, software, and equipment is not developed by the librarian functioning in a vacuum, the library/learning resource center directors were asked to indicate to what extent faculty, technicians, students, administrators, and others participated in the collection building process. Responses showed that librarians (58%) and faculty (38%) exercised the major participation in book selection. (See Figure 4).

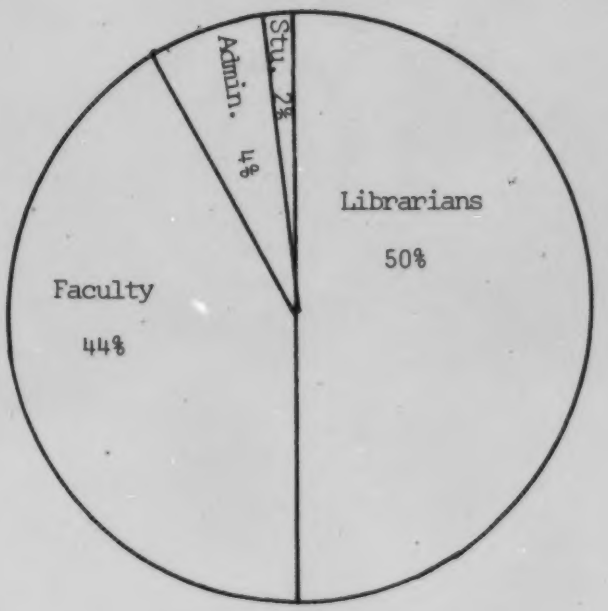
However for periodical collection development, librarians had 50% and faculty 44% of the initiative. In selecting and developing software, librarians relied on faculty for 69% of the initiative, and rather evenly shared the initiative with faculty and staff in selecting hardware.

FIGURE 4

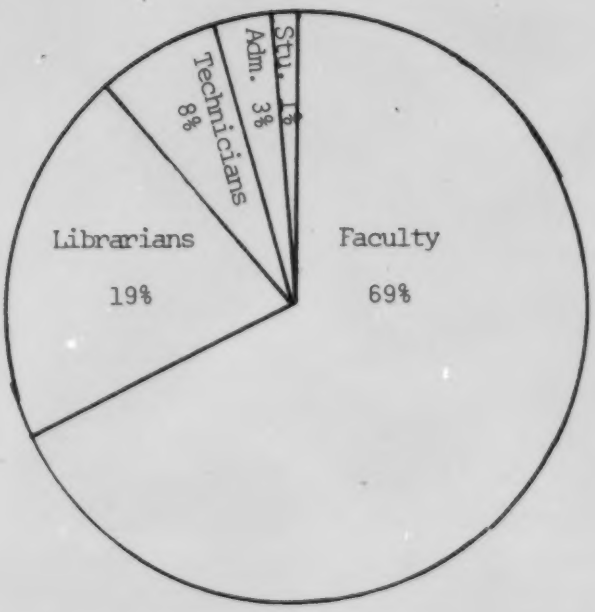
Collection Development
Initiative Exercised



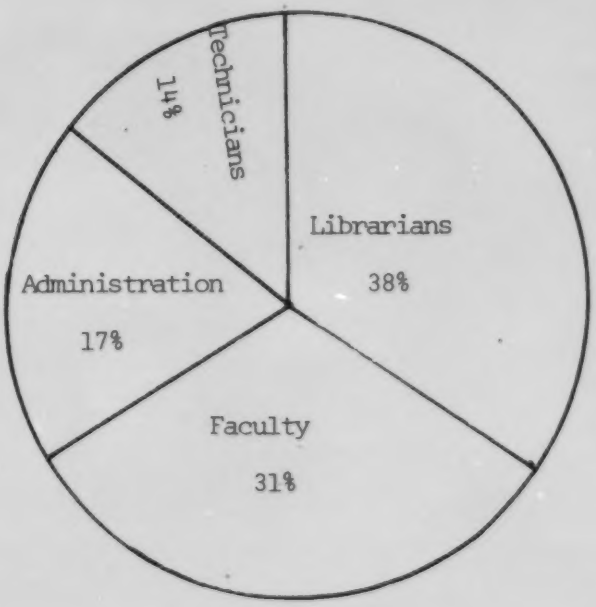
Books



Periodicals



Software



Hardware

Audio-Visual Services

The audio-visual function has become increasingly more important in comprehensive library/learning resource center services over the past decade. This function includes the following types of activities:

- Acquisition of audio-visual equipment and materials
- Production of special audio-visual materials through graphics, printing, photography and filming, and recording of audio and video
- Distribution of A-V equipment and materials to both students and faculty
- Distributing audio or video signals by closed circuit systems to campus sites or by broadcasting to the public
- General maintenance and upkeep of A-V equipment and material holdings

All the community colleges (29) report the inclusion of audio-visual services as part of the library/learning resource center program. Figure 5 shows that all provide hardware circulation, software circulation, and microfilm access. Twelve of the colleges now provide closed circuit television as compared with seven colleges in the first Report.

FIGURE 5

Summary of Audio-Visual Services Provided by Library/Learning Resource Centers

Type of Service	Reported 1969-70	Reported 1977-78
Hardware	28	29
Software	28	29
Microfilm	28	29
Microtext	11	24
Closed Circuit TV	7	12

The colleges were also asked to indicate who has access to the audio-video areas to produce materials--library/media staff, faculty, students. Only four indicated that they do not have an audio-visual production area and 13 indicated that they do not have a graphics area to construct materials.

Figure 6 shows that most of the colleges gave faculty access to audio-visual and graphics areas to produce materials, but fewer than half the areas were open to students.

FIGURE 6

Access to Audio-Visual and Graphics Production Areas

Area	Library/ Media Staff	Faculty	Students	Not Available
Audio-Visual	23	23	11	4
Graphics	16	11	6	13

Figure 7 shows that photography production, video production, audio production, and graphics production, increase in extent of services rendered in proportion to the size of the college. Figure 7 also summarizes the average number of user hours per group for the year 1977-78 for both closed circuit audio and closed circuit video. In many of the larger colleges, numerous channels are used both for closed circuit audio and closed circuit video. Average user hours were computed by multiplying the hours of use times the number of users.

For detailed summaries of responses from each of the colleges, see Appen. E/F for audio-visual services, as to both input and output.

FIGURE 7

Community College	Annual A-V Production Hours 1977-78				Annual A-V User Hours 1977-78	
	Photo Product. Hours	Video Product. Hours	Audio Product. Hours	Graphics Product Hours	Audio User Hours	Video User Hours
GROUP A						
Alpena	N.A.	N.A.	10	30	N.A.	N.A.
Bay de Noc	100	75	50	N.A.	N.A.	120
Glen Oaks	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Gogebic	N.A.	44	N.A.	2,000	N.A.	N.A.
Kirtland	N.A.	50	30	N.A.	N.A.	300
Mid Michigan	N.A.	N.A.	N.A.	N.A.	2,676	25,568
Montcalm	300	30	30	N.A.	500	1,000
North Central	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Southwestern	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
West Shore	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
GROUP B						
Highland Park	450	10	450	1,000	N.A.	N.A.
Jackson	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Kalamazoo	All functions 3,000 hours					
Kellogg	1,520	943	495	5,120	6,232	12,464
Lake Michigan	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Monroe	300	N.A.	N.A.	N.A.	540	7,625
Muskegon	1,040	242	N.A.	1,040	N.A.	N.A.
Northwestern	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
St. Clair	N.A.	500	N.A.	N.A.	9,600	N.A.
Schoolcraft	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Washtenaw	600	N.A.	400	400	8,000	300
GROUP C						
Delta	2,650	100	150	6,000	N.A.	N.A.
Grand Rapids	All functions 445 hours				22,680	42,040
Henry Ford	N.A.	N.A.	N.A.	N.A.	40,000	458
Lansing	1,500	6,500	1,919	8,960	4,000	41,343
Macomb (all)	1,200	2,800	250	15,100	10,600	3,260
Mott (Genesee)	504	743	211	1,678	N.A.	N.A.
Oakland (all)	2,458	1,360	4,460	1,536	23,052	61,757
Wayne (all)	1,200	85	2,0-0	130	1,400	300

Programmed Learning Services

Among the latest developments in library/learning resource center programs are individualized programmed learning services. The purposes of this function are twofold: to promote and facilitate the use of multiple instructional designs and techniques, and to expand the range of learning options available to the students. Three major types of activity occur in conjunction with this service. These are:

- Assistance to faculty in the acquisition and/or production of programmed learning materials. In this assistance, graphic services were reported by 11 of the 29 college learning resource centers; audio production services were reported by 13 of 29, and video production services were reported by 12 of 29.

- Learning resource center direct supervision of programmed learning labs. Nine of the 29 learning resource centers reported that they supervised learning laboratories.

- Support of auto-tutorial carrels by learning resource centers. Although many of the learning resource centers do not directly supervise programmed learning labs, they do provide materials for students using auto-tutorial carrels and/or maintain the equipment in these carrels. Twenty-two of 29 learning resource centers reported that they supported individualized program instruction by providing materials and maintaining carrels.

Although eight community colleges reported providing programmed learning services as a library/learning resource center function in 1969-70, 22 now report such support services, while nine encompass programmed learning labs under the supervision of the learning resource centers.

See Appendix A for details on which learning resource centers provide what kind of programmed learning services.

FIGURE 8

Programmed Learning Services

For Year 1977-78

Type of Service	Group	# of Colleges Responding/ # in Group	Annual Avg. User Hours Per Group
Closed Circuit Audio	A	2/10	1,588
	B	4/11	6,093
	C	6/8	16,955
Closed Circuit Video	A	4/10	6,747
	B	3/11	6,796
	C	5/8	24,860
			Annual Average Hours of Production Per Group
Graphics Production	A	3/10	1,015
	B	4/11	1,890
	C	6/8	5,481
Video Production	A	3/10	49.75
	B	4/11	424
	C	6/8	1,931
Audio Production	A	3/10	30
	B	3/11	365
	C	6/8	1,498
Photography Production	A	1/10	100
	B	5/11	722
	C	5/8	1,501

Other Services to Students and Faculty

A series of questions were asked, the answers to which should benefit those directing library and learning resource services. Most of the questions were directed at determining how accessible the resources and facilities, materials and equipment are to the users. Questions ranged from asking about charges for copy machine and typewriter access to questions about access by handicappers to physical facilities. Questions about kinds of classification systems and catalog used are also questions of access. Lastly, questions asked about advisory committees and memberships in networks imply that articulation with users on campus and with resource managers off campus may contribute to the wealth of resources and services available to the community college student today.

Services to Students

Copy services: 28 of the 29 college libraries reported copy services. Prices for the copy services to students ranged as follows:

15 colleges reported charging 10¢ per copy
11 colleges reported charging 5¢ per copy
2 colleges reported charging 15¢ per copy

Microform printing service: 23 out of 29 college libraries reported microfilm/microfiche copy services. Prices for microreader/printer services ranged as follows:

14 colleges reported charging 10¢ per copy
4 colleges reported charging 5¢ per copy
4 colleges reported charging 15¢ per copy
1 college reported charging 50¢ per copy

Typewriter access: 20 of the 29 college libraries make typewriters available to students. Prices for use of typewriter services were reported as follows:

19 colleges reported no charge for the use of typewriters
1 college reported charging 15¢ per 30 minutes

Library Systems for Service

Book detection systems: to assure that books, periodicals, and software are properly checked out and available to all students, many libraries now use electronic surveillance systems at their exits. Eight of the college libraries reported using such detection systems.

Collection classification systems: to make resources accessible, a classification system of arranging materials on the shelf must be used. Two methods--the Dewey Classification System and the Library of Congress Classification System--are most commonly used today. Fourteen of the community college libraries reported using the Dewey Classification System, and 15 reported using the Library of Congress Classification System. Lansing Community College is using both systems during its reclassification period. Oakland has one campus using the Dewey Classification System, while the rest of the campuses use the Library of Congress Classification System. All 29 colleges reported using the card catalog as their primary bibliographic access to their collection. However, Macomb County Community College also uses Computer Output Microfiche (COM) catalog. Oakland Community College has a card catalog on one campus, and COM on the other three. Lansing Community College also has a Cathode Ray Tube (CRT) tied into the Ohio College Library Center data base (OCLC) as a public bibliographic access. Gogebic Community College has a separate book catalog for video-tapes.

Access to Handicappers

Twenty-six of the 29 college libraries reported their facilities complied with the barrier free access laws and regulations. Wayne County Community College reported four campuses positive and two campuses negative to barrier free access. Of the colleges in Group A (smaller enrollment), four out of ten libraries reported having special services to handicappers. Of the colleges in Group B (medium size enrollment), nine of the eleven libraries reported having special services to handicappers. Of the colleges in Group C (larger size enrollment), seven of the eight libraries reported having special services to handicappers. These services include such support as readers, special tape recorders, large print books, talking calculators, Braille typewriters, electronically magnified readers, talking books, wheelchair height tables, Braille marked elevators, electronic sliding doors etc.

Cooperative Arrangements

Advisory committees: advisory committees usually consist of students and faculty who review and advise on collection and services, policies and practices. Although the report (Appendix shows that only ten of the 29 community colleges have general advisory committees (which are traditionally recommended), one should note that the questionnaire asked whether the library/ learning resource center had a "functioning" advisory committee. Perhaps community college library directors, being honest, have found such committees more ideal than practical. In addition to having a general advisory committee, the libraries were asked whether they had any advisory committees for special services. There were two such committees reported in Group A, two were reported in Group B, and three out of eight libraries reported special advisory committees in Group C. Such advisory committees would deal with specific programs such as special services to handicappers, programmed learning functions, television production, special collection development.

Cooperatives and networks: one way of providing access to greater wealth of materials, with limited financial resources, is to cooperate with other libraries in sharing book collections, film collections, periodicals etc. Cooperatives are formed for interlibrary loans, referrals, "hot-line", reference/materials inquiry, and networking. Twenty-two of the community college libraries belong to cooperatives and networks. In addition to arrangements with local libraries, eleven reported memberships in regional cooperatives, some more than one, such as South Eastern Michigan League of Libraries (SEMLOL), KETAL (Kalamazoo et.al.) and SWELP (South Western Education Library Project). Nine of the community college libraries reported belong to the Michigan Library Consortium (MLC) which fosters cooperative relations between public, college, university, school, and special libraries statewide. Four of these participate with Ohio College Library Center (OCLC) catalog data base through their MLC membership.

See Appendix G for detailed summaries of responses from each college of access to resources and facilities.

Special Services

In addition to the aforementioned functions, several library/learning resource centers are given responsibility for other special services such as planetariums, bookstores, radio stations, and art collections. These types of services facilitate the ongoing educational programs of the institution and provide a significant contribution to the cultural enrichment of the community at large.

At Gogebic, Kirtland, Kalamazoo Valley, Kellogg, and Lansing Community College, campus radio stations are maintained as a learning resource center function.

Both Mid Michigan and Northwestern maintain special art collections in an art gallery. Kalamazoo Valley is responsible for the word processing service of the college as part of its learning resource function. Bookstores are maintained by the learning resource centers at Mid Michigan and Montcalm community colleges. Lansing Community College maintains a planetarium/multi-media center, a career information center, a professional resource center, and programs a Cable TV channel as additional functions in its learning resource services.

DURATION OF OPERATIONS

The duration of operations among Michigan Community college library/learning resource centers was examined according to the number of days open per week, the total hours open per week, and the number of hours per week which were under professional supervision. A detailed summary of results concerning duration of operations is given in Appendix H.

Weeks of Service Per Year

The analysis revealed that the duration of operations of library/learning resource centers tends to exceed the academic calendar days of the respective community colleges. Most of the centers are open on a year-round basis, with extended hours when classes are in session and with limited hours when classes are not in session.

Number of Days and Hours Open Per Academic Week

Library/learning resource centers provide both day and evening service throughout the academic week. The library/learning resource centers of 13 institutions offer at least limited service on Saturdays. Eleven of the community college libraries have reported a seven day operation. The minimum number of hours open per week reported was 49 hours; the maximum was 86 hours. The statewide average for weekly hours of operation was 64.1 hours, down three hours per week from the data reported in the 1969-70 survey. Figure 9 shows that the average number of hours open per week in smaller and medium size colleges remained approximately the same over the past eight years, but the hours averaged an eight percent (8%) decrease among the larger colleges. Similarly, although the hours under professional supervision increased modestly among smaller and medium size colleges, the larger colleges averaged a small decrease (4.6 hours) in professional supervision.

Generally speaking, the total number of hours of operation per week among libraries/learning resource centers tends to exceed the number of hours per week of professionally supervised service. This fact juxtaposed with the personnel information given in Chapter IV suggests that many institutions extend the duration of weekly operations on a limited basis through use of para-professional assistance in the "off-hours." The number of professionally supervised hours of operation also varies according to number of professional staff and institutional size (see Figure 15).

FIGURE 9

Summary of Library/Learning Resource Center
Days and Hours Open Per Academic Week

Number of Days & Hours Open Per Academic Week	Community College Size Grouping							
	GROUP A (10 Colleges)		GROUP B (11 Colleges)		GROUP C (8 Colleges)		Total (29 Colleges)	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
Days Open Per Academic Week:								
Range	5-7	5-7	5-7	5-7	5-7	5-7	5-7	5-7
(Average)	(5.5)	(5.4)	(5.8)	(5.7)	(6.3)	(6.1)	(5.8)	(5.7)
Hours Open Per Academic Week:								
Range	50-69	55-68	52-78	49-76	61-94	60-86	50-94	49-86
(Average)	(61.4)	(61.0)	(65.4)	(63.9)	(77.9)	(71.5)	(67.1)	(65.5)
Hours Open Under Professional Supervision:								
Range	40-61	40-68	35-66	45-76	51-90	42-86	35-90	40-86
(Average)	(47.2)	(49.2)	(57.5)	(59.4)	(69.9)	(65.3)	(58.2)	(57.9)

See Appendix H for detailed summary of hours of operation.

CHAPTER III

COLLECTIONS AND USE

COLLECTIONS AND USE

The collections and holdings of library/learning resource centers at Michigan community colleges have greatly expanded both in size and variety of format in recent years. This growth parallels the expansion of community college program offerings, student enrollments, and teaching and learning styles. It is also a consequence of rapid social change and an astounding growth in the development and communication of information. These developments have increased demands upon the library/learning resource staff to develop holdings and collections which support current educational needs while working within the confines of budget limitations.

Chapter III examines the basic print collections, audio-visual holdings, and circulation rates (use) of library/learning resource centers at Michigan community colleges. The fact that twice as many questions were asked in the 1977-78 survey about the variety and use of media than were asked in the 1969-70 survey illustrates the trend of community college libraries to become increasingly centers for learning resources reflecting learning styles.

PRINT COLLECTIONS

The basic library collection consists of hard bound volumes and periodicals. Several factors influence the size of these collections. First, the educational needs of students--regardless of the size of the institution--call for a basic library collection which may provide a ratio of books to students that exceeds the ratio found in larger institutions. However, the libraries of newly established institutions or those of small size may understandably be limited in the variety and scope of materials. Many of these institutions rely heavily upon the resources of local community libraries and inter-library loan systems while in the process of expanding basic collections.

A second factor which influences the size and scope of a basic library collection is the scope and nature of educational programs offered by a community college. Some colleges with emphasis on more traditional transfer programs will rely upon the library collection as a primary resource to support and supplement formalized classroom instruction. Other colleges with emphasis on field work, lab work, or audio-visual tutorial programming find less dependence on the traditional library collection. This research does not examine collections and holdings according to the emphasis of specific courses or program offerings, but the reader may relate some of the tables which show collection size and use data with those which show college size and number of courses offered.

A third factor which influences the size of basic collections is student enrollment. As institutions grow larger in student enrollments, the need for additional volumes and periodicals also increases, but not in direct ratio to the number of students.

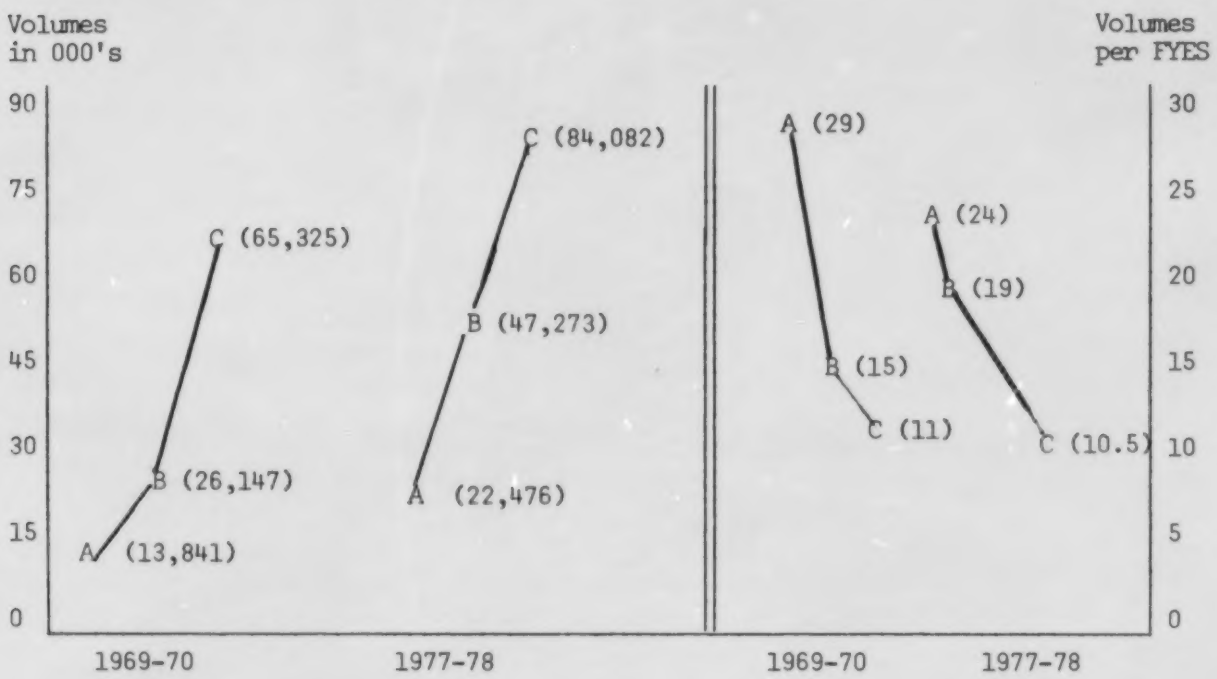
Volume Holdings of Print Materials

Figure 10 summarizes statewide trends regarding the average number of volumes held by each of the three groups of Michigan community colleges: small, medium, and large. The figure also shows similar data reported in 1969-70. Note that in both the 69-70 survey and the 77-78 survey the average volume holdings increased according to institutional size, but the opposite effect occurs with reference to the number of volumes held per fiscal year equated student. This suggests a certain degree of cost savings in that the need for additional volumes does not occur in direct proportion to increased enrollment.

A detailed summary of related data on volume holdings is given in Appendix I.

FIGURE 10

Summary of Library/Learning Resource Center
Volume Holdings



Periodical Holdings

Trends regarding periodical holdings are quite similar to the findings indicated in Figure 10 for volume holdings. Although the total number of periodical holdings increased according to institutional size, the number of periodicals held per fiscal year equated student declined.

Figure 11 summarizes statewide trends in total periodical holdings, comparing 69-70 data with 77-78 data. One may note that the number of periodical titles declined slightly in the colleges with smaller enrollment, whereas the number increased modestly in colleges with medium enrollment, and increased greatly in colleges with larger enrollments. Again this may be attributed to two factors: the great increasing cost of periodical subscriptions (afforded more by the larger colleges) and the direct relationship of current periodicals to the expansion of career programs. It is in the nature of technical and vocational skills to demand a currency of materials found in periodicals.

A detailed summary of findings is given in Appendix J.

FIGURE 11

Summary of Library/Learning Resource Center Periodical Holdings

Community College Size Category	Average Number of Periodicals Held			
	Total Subscriptions		Per FYES	
	69-70	77-78	69-70	77-78
Group A	225	209	.58	.21
Group B	367	450	.18	.16
Group C	517	753	.11	.09
All Colleges Combined	367	471	.29	.15

AUDIO-VISUAL HOLDINGS

As noted before, the development of audio-visual hardware and software collections has gained widespread popularity among Michigan community colleges for several reasons. The increased emphasis in community colleges upon recognizing different learning styles has called for greater increase in learning resources beyond the printed page. Formal classroom instruction has been greatly enhanced through the use of audio-visual hardware and software. In many of the colleges, the library/learning resource center has served as the learning materials distribution center. A comprehensive audio-visual services program has provided an almost unlimited variety of instructional designs and learning options for the benefit of students. On the other hand student research in printed materials (especially periodicals) has been greatly enhanced by the increased use of microfilm and microfiche. Microtext is a savings in acquisitions cost and in physical space.

Figure 12 summarizes the progress of community college library/ learning resource centers developing audio-visual holdings. Column one reports statewide averages for audio-visual hardware such as film and slide projectors, overhead projectors, microfilm readers, video and audio tape recorders etc. Columns two through four present the statewide averages for microfilm and other microtext holdings, and column five shows the averages per category for all other software holdings such as single concept films, 16mm and 35mm films, audio tapes, slides, video tapes etc.

It may also be noted that in those college learning resource centers wherein auto-tutorial programs or developmental programs are supervised by the staff, the a-v hardware and software units tend to run higher in number. Also those libraries/learning resource centers which have closed circuit audio and video distribution may have less a-v equipment and software for distribution since they distribute electronic signal rather than software and equipment. Appendix F shows the hours of audio and video closed circuit use which may be related to software and hardware collection and use.

FIGURE 12

Summary of Library/Learning Resource Center
Audio-Visual Holdings
Average Per Category

Institutional Size Category	Hardware Units		A-V SOFTWARE UNITS							
			Microfilm Reels		Periodical Titles on Microfilm		Micro-text Units		Total Software	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
Group A (10 Colleges)	56	103	943	1,738	49	32	---	1,385	987	2,600
Group B (11 Colleges)	247	316	2,018	3,746	90	133	161	1,590	3,801	9,767
Group C (8 Colleges)	541	774	3,383	5,543	164	212	2,254	3,548	13,089	19,715
Total (29 Colleges)	249	398	2,103	3,676	97	126	1,207	2,174	4,970	10,694

(The data for a-v software for 77-78 presented in Appendices K and L and consequently the averages presented in this Figure were limited by definition to "Software circulating from the learning resource centers" whereas the averages presented in Figure XII for 69-70 may have reflected both software circulated from the library/learning resource centers and that available throughout the departments of the college.)

COLLECTION USE AND CIRCULATION

The use data presented in this report expand upon the data presented in 1969-70. Observing the HEGIS format, the 1969-70 report only asked for circulation in general, with totals for each college. Many learning resource directors observed, however, that data on circulation of books, periodicals, software, and equipment did not reflect a-v production data, audio and/or video closed circuit distribution data, or the many other library service transactions performed without checking out materials. Therefore, many other questions were asked about non-print and non-circulation transactions as output data. In many instances, these questions, being non-traditional, did not elicit data since the data were not being maintained. Hence, many library/learning resource centers that noted in Question 7, Part II, that they provided TV, audio, graphic services, could not post output data.

Circulation Rates of Printed Materials

An examination of the circulation rate of holdings in the library/learning resource center provides a general indicator of use. However, such data should be examined with caution, since the level of circulation reported may not accurately reflect the true level of service rendered. In many instances circulation statistics do not adequately record use which occurs vis-a-vis the open stack system. Nor do these statistics focus upon levels of use by course and program type.

Within the framework of these limitations, Figure 13 presents data on statewide average circulation statistics for institutions in various size categories. The data reveal direct relationship between institutional size and circulation level, and an inverse relationship between institutional size and the level of circulation per fiscal year equated student. These findings suggest that students of smaller institutions tend to use the library more, at least in the print category, than do students of larger institutions. On the other hand, larger institutions may have a wider scope of career programs that are less library dependent than are the basic academic programs. Also many of the larger institutions have extensive off-campus or extension programs, not reporting campus support data.

The longitudinal data show that medium size colleges increased circulation per FYES by 2.5%, that larger college circulation decreased by 3.5%, and that the circulation average for all 29 colleges decreased slightly per FYES between reports.

Detailed summaries of circulation rates may be found in Appendices M, N, O, and P.

FIGURE 13

Summary of Library/Learning Resource Center
Print Materials Circulation/Rates

Institutional Size Category	Average Circulation Volume		Average Circulation Per FYES & Faculty	
	1969-70	1977-78	1969-70	1977-78
Group A (10 Colleges)	6,889	12,133	12.6	12.7
Group B (11 Colleges)	22,341	29,865	11.9	14.4
Group C (8 Colleges)	58,363	76,365	10.8	7.3
Total (29 Colleges)	25,828	39,454	11.9	11.5

Circulation and Use of Software and Hardware

To acknowledge that many of Michigan's community college LRC's balance print usage with audio-visual usage, a series of questions were asked in the 78-79 survey that would account for both a-v collection and use. The survey also endeavored to recognize that some LRC's measured use of a-v through closed circuit transmission rather than actual distribution of equipment and software. Hence the reader must recognize (in Appendices O and P) that a few of the smaller and medium size colleges and most of the large colleges have greater use of audio-visual by electronic signal than by software and hardware circulation. This would be particularly true of those institutions who transmit audio or video signals to developmental skills labs under the supervision of the LRC.

Appendix P last column shows the total circulation of books, periodicals, software, hardware in addition to user hours. This final column is perhaps most reflective of actual use of material although it does not account for "in library/LRC" use.

Figure 14 shows by size of college, the average total of circulation and use for print, a-v, and user hours. (User hours are the product of hours of broadcasting multiplied by estimated audience.) The grand total column for 77-78 may be compared to the circulation data available for 69-70.

FIGURE 14

Circulation
(Average)

Institutional Size Category	Print (77-78)	Software/ Hardware (77-78)	User Hours (77-78)	Grand Total (77-78)	Circulation (69-70)
Group A	12,133	3,031	3,017	18,181	6,889
Group B	29,865	15,285	4,070	49,220	22,341
Group C	76,365	21,970	31,362	129,697	58,363
Total (29 Colleges)	39,454	13,429	12,816	65,699	25,828

CHAPTER IV

LIBRARY/LEARNING RESOURCE PERSONNEL

LIBRARY/LEARNING RESOURCE PERSONNEL

The personnel staffing patterns of community college library/learning resource centers in Michigan reflect the emerging role of comprehensive service to the numerous educational programs of the community college. As innovative practices have been introduced, the library/learning resource center has been called upon to provide increased service. This, in turn, has resulted in the need for additional and different kinds of staff to supervise and support specialized functions. These trends, together with the rapid expansion of community college enrollments, have effected substantial increases in the number of staff required to operate the library/learning resource center. The changes in educational technology, in networking and cooperatives have also affected staffing patterns and assignments.

Chapter IV examines personnel staffing patterns of library/learning resource centers in terms of staff size, kinds of staff, and the allocation of staff time to various functions.

STAFF SIZE

Several types of personnel are employed to operate library/learning resource centers: professional staff, technicians, secretarial and clerical personnel, student hourly assistants, and other hourly assistants. Many factors have a direct influence upon staff size. Among these are the size of the institution and the number of years that it has been in operation, the scope of the library/learning resource center program, the degree to which its services are extended throughout the campus and the community, and the availability of financial resources to support the program.

Figures 15 and 16 summarize library/learning resource center staffing patterns among Michigan community colleges according to the number and types of full-time equated personnel employed and the ratio of full-time equated staff to fiscal year equated students (FYES) enrolled. Detailed summaries of staffing patterns are given in Appendices Q and R .

FIGURE 15

Summary of Full-Time Equated Library/Learning Resource Personnel

FTE PERSONNEL CATEGORIES	COMMUNITY COLLEGE SIZE GROUPINGS (Per FYES)							
	GROUP A (10 Colleges)		GROUP B (11 Colleges)		GROUP C (8 Colleges)		TOTAL (29 Colleges)	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
Professional								
Range	1-2	1-2	2-5.1	2-9	4-11.5	2-18.6	1-11.5	1-18.6
(Average)	(1.6)	(1.3)	(4.1)	(5.1)	(7.6)	(9.9)	(4)	(5.1)
Technicians								
Range	1	0-2	.5-3	0-7	1-11.8	1-21.8	.5-11.8	0-21.8
(Average)	*	(1.5)	*	(2.4)	*	(9.1)	*	(3.9)
Secretarial/ Clerical								
Range	1-2.2	0-2	1-9.8	1-11	1.6-14	.1-8.4	1-14	0-11
(Average)	(1.1)	(1.1)	(3.9)	(4.3)	(8.4)	(7.1)	(2)	(4)
Student Hourly								
Range	.1-1.8	.3-6	.5-4.3	2.1-13.8	1.4-8.1	.12-24.5	.1-8.1	.12-24.5
(Average)	(1)	(1.25)	(2.5)	(4)	(4.1)	(5.3)	(2.3)	(4)
Other Hourly								
Range	.03-.2	.12-.5	.6-.7	.1-.75	.6-.9	.15-17	.03-.9	.1-17
(Average)	*	*	*	*	*	*	*	*

*Averages are not noted in those instances where only a few colleges responded.

FIGURE 16

Summary of Ratios of FTE Library/Learning
Resource Center Staff to FYES Enrollments

PERSONNEL CATEGORIES	COMMUNITY COLLEGE SIZE GROUPINGS (Per FYES)							
	GROUP A (10 Colleges)		GROUP B (11 Colleges)		GROUP C (8 Colleges)		TOTAL (29 Colleges)	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
FYES per Professional								
Range	106-685	352-1,333	216-1,063	230-1,982	460-1,050	532-1,099**	106-1,050	230-1,982
(Average)	(368)	(814)	(540)	(589)	(776)	(806)	(538)	(736)
FYES per Technical								
Range	685-821	319-1,333	721-835	368-3,965	335-5,990	415-8,055	335-5,990	319-8,055
(Average)	*	(711)	*	(1,717)	*	(2,615)	*	(1,680)
FYES per Secretarial/Clerical								
Range	169-632	425-1,333	221-2,159	321-3,965	313-2,525	594-1,499	169-2,525	321-3,965
(Average)	(300)	(791)	(855)	(1,059)	(981)	(1,073)	(688)	(974)
FYES per Student Hourly								
Range	301-558	257-2,123	325-2,399	138-1,334	751-2,886	405-2,200	301-2,886	138-2,886
(Average)	(341)	(850)	(993)	(518)	(1,640)	(966)	(923)	(816)

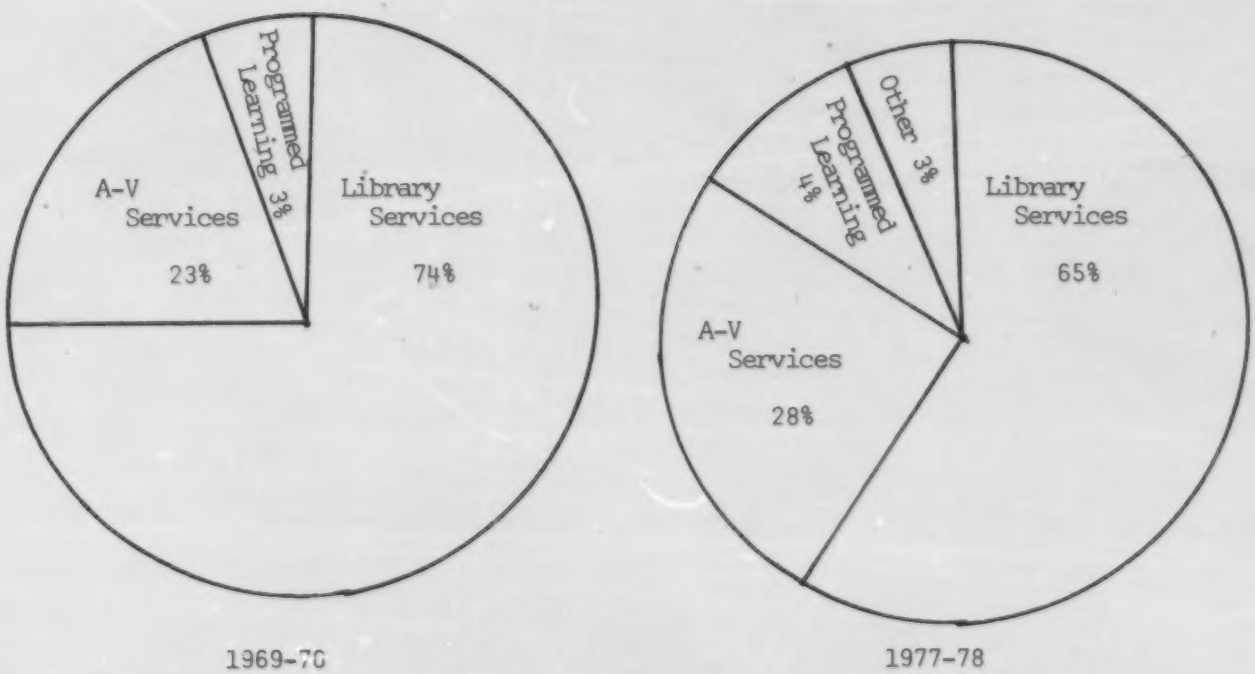
*Averages are not noted in those instances where only a few colleges responded.
** Because Wayne County Community campuses are newly developed, their high ratios skew the average, and medians might be more representative. Medians are 1/750 Professional; 1/1,473 Technical; 1/1,116 Secretarial/Clerical; 1/1,010 Student Hourly in GROUP C.

ALLOCATION OF STAFF TIME

Although library/learning resource centers have broadened the scope of operations in recent years, the majority of staff hours continues to be consumed in functions and activities related to library services. However, significant growth has occurred in the amount of time allocated to audio-visual functions. These two areas of service consume approximately 93 percent of the total library/learning resource staff effort. The remaining 7 percent is devoted to programmed learning functions and special services (see Figure 17). A detailed description of related findings is given in Appendix S.

FIGURE 17

Percent of Library/Learning Resource Staff Time
Allocated to Various Functions



STAFF TIME ALLOCATED TO LIBRARY ACTIVITIES

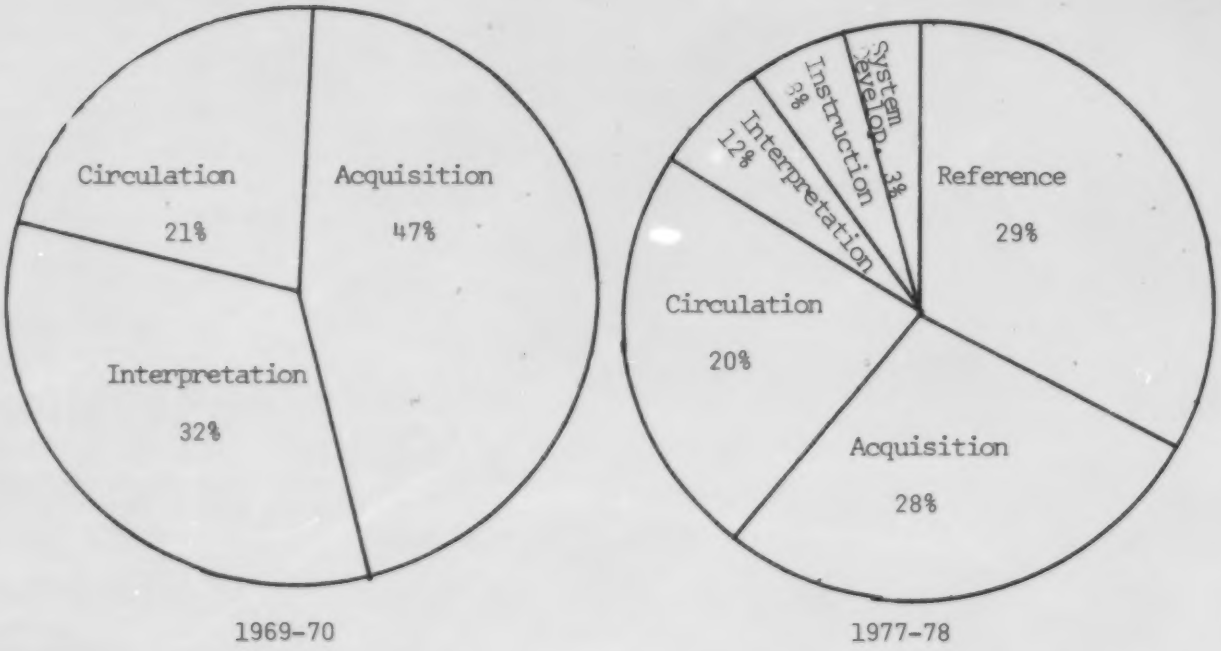
As previously mentioned in Chapter II, the library function involves three types of activity: acquisition, interpretation, and circulation. A wide variance exists among community colleges as to the percent of staff time allocated to these activities. One should note that a major shift has taken place since the 1969-70 data. Acquisition has been reduced in average by 19%, and interpretation (combining interpretation, reference, and instruction, 1977-78) has increased by about a similar percent (17%). The shift suggests that proportionately less time is spent now in mature libraries in developing collections and more time is spent in instructional and promotional roles--getting the resources used properly.

Circulation distribution has remained about the same. The three percent devoted to systems development recognizes an increasing attention to networks, automated services and instructional technology.

Figure 18 summarizes the statewide pattern of change in staff time allocation. A detailed description of these data is given in Appendices T and U.

FIGURE 18

Staff Time Allocated to Library Activities



CHAPTER V

BUDGET ALLOCATIONS

BUDGET ALLOCATIONS

The level of financial support for community college library/learning resource services has increased in recent years as a consequence of enrollment growth, expanded library/learning resource functions, the emergence of new community college courses and program offerings, and the spiraling costs of operation.

Chapter V examines statewide community college trends in financing library/learning resource services.

TOTAL BUDGET ALLOCATIONS

The financial investment required to support the library/learning resource program varies according to the particular needs and circumstances of each community college. Several factors must be taken into account when comparing budget allocations and levels of expenditure on a statewide basis. Among these are:

- The efforts of developing institutions to build basic collections and holdings
- The scope of library/learning resource functions and activities
- The total organizational approach to the provision of library/learning resource services
- The number and types of students enrolled in the institution
- The total amount of operating revenues available to support community college programs and services
- The availability of other library/learning resources throughout the community
- The philosophy and objectives of the community college and its related program priorities

The above mentioned factors, together with many others which have not been specifically cited, suggest that decisions regarding the level of financial support required in order to operate a viable library/learning resource program must be dealt with locally and in the context of the uniqueness which characterizes each community college at a particular point in time.

The data presented in Figure 19 provide, at best, a very general "yardstick" for gauging statewide trends regarding library/learning resource budget allocations. These data concern the percentage of total community college operating budgets allocated to support library/learning resource services and related per capita program expenditures. The results indicate that the relative levels of financial support required to provide library/learning resource services tend to decline as enrollments increase. This finding is not unusual in view of the fact that all library/learning resource centers have certain fixed costs which must be met in order to operate a program. One should note, however, that although 1977-78 percentages of total budget are lower than those of 1969-70, the real dollars per FYES were up 47%.

FIGURE 19

Summary of Library/Learning Resource Center Budget Allocations

Institutional Size Category	STATEWIDE AVERAGES			
	% of Total Institutional Operating Budget Allocated for Library/Learning Resource Program		Library/Learning Resource Center Expenditures Per FYES	
	1969-70	1977-78	1969-70	1977-78
Group A (10 Colleges)	5.8%	3.3%	$64.00	$83.30
Group B (11 Colleges)	4.6%	4.0%	$57.91	$99.93
Group C (8 Colleges)	3.6%	3.4%	$45.90	$72.16
Total (29 Colleges)	4.7%	3.6%	$57.60	$85.13

See Appendix V for detailed summary of comparison of LRC budget and expenditures per FYES.

OPERATING EXPENDITURES

According to statewide trends, 68 percent of the typical library/learning resources budget is expended for staff salaries and wages, whereas 16.5 percent is allocated to books and periodicals. The remainder of the budget is expended evenly between audio-visual hardwares and softwares, and miscellaneous supplies and materials (see Figure 20). A comparison of 1977-78 data with 1969-70 data shows one major change--a seven percent increase in personnel costs and a corresponding eleven percent decrease in book budgets. The latter decrease corresponds with the decrease in percentage of time spent in collection building noted in Chapter IV.

See Appendix W for detailed summary of percentage of budget allocated to various purposes.

FIGURE 20

Summary of Library/Learning Resource Center Expenditures

Expenditure Category	% of Total Library/Learning Resource Budget Normally Expended	
	1969-70	1977-78
Salaries	52.9%	61.1%
Hourly Wages	8.2%	6.9%
Books	22.1%	11.2%
Periodicals	3.6%	5.3%
A-V Software	3.1%	3.7%
A-V Hardware	2.3%	1.2%Maintenance 3.7% Purchase
A-V Rental	.7%	1.7%
Miscellaneous Supplies & Equipment	6.1%	5.3%

APPENDICES

APPENDIX A

Summary of Community College Library/Learning Resource Centers

Service Programs Under Library/Learning Resource Center Supervision

Community College	Library Services	Audio-Video Distribution	Graphic Services	A-T Carrel Support	Learning Lab. Supervision	Audio Production	Radio Station	Closed Circuit TV	Video Prod. (Studio)	Other
Alpena	x	x		x	x					
Bay de Noc	x	x		x		x		x		
Delta	x	x	x	x	x	x				
Mott (Genesee)	x	x	x			x			x	
Glen Oaks	x	x	x			x				
Gogebic	x	x	x	x		x	x		x	
Grand Rapids	x	x	x	x	x	x			x	
Henry Ford	x	x		x					x	
Highland Park	x	x	x	x	x	x				
Jackson	x									
Kalamazoo	x	x	x	x	x	x	x	x	x	x
Kellogg	x	x	x	x		x		x	x	
Kirtland	x	x		x				x		
Lake Michigan	x	x								
Lansing	x	x	x	x		x	x	x	x	x
Macomb (all)	x	x	x	x	x	x		x	x	
Mid Michigan	x	x						x		x
Monroe	x	x			x	x			x	x
Montcalm	x	x				x		x		x
Muskegon	x	x			x	x		x	x	
North Central	x	x								
Northwestern	x	x	x	x	x	x			x	x
Oakland (all)	x	x	x	x		x		x	x	
St. Clair	x	x	x	x		x		x	x	
Schoolcraft	x	x								
Southwestern	x	x				x				
Washtenaw	x	x	x	x		x				
Wayne (all)	x	x	x	x		x		x		
West Shore	x									

APPENDIX B

Summary of Community College Library/Learning Resource Centers

Methods of Orientation

Community College	Orientation Sessions		Structured Classes		Guided Tours		Hand-Books		Bibliographic Assistance		Class Visits	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
Alpena	x					x	x	x				x
Bay de Noc	x				x	x	x		x	x		x
Delta	x	x			x	x			x			x
Mott (Genesee)	x		x		x	x	x	x	x	x		
Glen Oaks	x		x		x	x			x			x
Gogebic	x	x	x		x	x		x				x
Grand Rapids						x		x				
Henry Ford					x		x	x	x			x
Highland Park	x		x		x		x	x	x			x
Jackson	x	x	x		x	x	x	x	x	x		x
Kalamazoo	x	x		x	x	x		x	x	x		
Kellogg	x	x		x	x	x	x	x		x		x
Kirtland	x				x		x		x			
Lake Michigan		x			x	x	x	x	x	x		x
Lansing	x	x	x	x		x	x	x	x	x		x
Macomb (all)	x	x			x	x	x	x	x			
Mid Michigan	x				x	x		x				x
Monroe	x				x	x	x	x	x	x		x
Montcalm	x				x	x		x	x	x		
Muskegon	x		x	x	x	x	x	x	x	x		x
North Central			x		x							x
Northwestern							x	x	x			
Oakland	x	x	x	x	x	x	x	x	x	x		x
St. Clair	x	x		x	x	x	x	x	x	x		
Schoolcraft	x		x		x	x	x	x	x	x		
Southwestern	x	x	x	x	x	x			x			
Washtenaw	x	x		x		x	x	x	x	x		x
Wayne	x	x	x		x	x	x		x	x		x
West Shore	x	x	x		x	x	x	x	x	x		x

APPENDIX C

Summary of Community College Library/Learning Resource Centers

Hours Per Week of Full Time Public Service Librarian Per Activity

Community College	Refer. Desk	Tours/ Orient.	Biblio. Services	Faculty Committee	Book Selection	Library Skills Instrn.	Catalog/ Process.	Other
GROUP A	1977-78	1977-78	1977-78	1977-78	1977-78	1977-78	1977-78	1977-78
Alpena	3	1	1	3	8	9	10	0
Bay de Noc	20	2	5	1	6	2	0	4
Glen Oaks	5	1	11	1	5	1	3	13
Gogebic	10	1	1	0	2	1	25	0
Kirtland	3	3	2	4	12	1	9	5
Mid Michigan	20	2	3	0	8	3	2	2
Montcalm	N.A.							
North Central	15	.5	.5	0	4	2	15	3
Southwestern	0	1	2	1	30	2	1	5
West Shore	20	1	5	1	10	1	1	1
GROUP B								
Highland Park	10	.5	1	.5	8	2	8	0
Jackson	11	0	1	1	12	5	15	7
Kalamazoo	N.A.							
Kellogg	12	5	5	2	8	4	4	0
Lake Michigan	16.5	3	2	.5	5	10	5	5
Monroe	28	1	0	.25	5	10	5	5
Muskegon	17	3	5	3	5	1	3	0
Northwestern	30	2	1	1	3	1	20	0
St. Clair	18	10	1	2	3	1	11	0
Schoolcraft	20	1	2.5	0	5.5	1	10	0
Washtenaw	20	.25	2	.75	8	3	0	1
GROUP C								
Delta	32	1	1	1	4	0	1	0
Mott (Genesee)	20	1	1	0	8	0	5	0
Grand Rapids	9.5	1.5	1	.5	8.75	3	10.5	2.5
Henry Ford	25	2	2	2	0	2	0	2
Lansing	14	1	4	3	8	1	1	8
Macomb (all)	26	2	1	2	3	1	0	0
Oakland	15.5	1.5	2	1.5	4.5	3	2.5	1
Wayne	17	2.5	3	1.5	5	5	6	13

APPENDIX D

Summary of Community College Library/Learning Resource Centers

Reference/Directional Transactions Per Typical Week

Community College	Total Reference Transactions Per Week	Total Directional Transactions Per Week
GROUP A		
Alpena	150	300
Bay de Noc	100	200
Glen Oaks	N.M.	N.M.
Gogebic	N.M.	N.M.
Kirtland	107	80
Mid Michigan	71	35
Montcalm	75	75
North Central	65	200
Southwestern	60	50
West Shore	90	175
GROUP B		
Highland Park	100	150
Jackson	125	175
Kalamazoo	125	N.A.
Kellogg	50	69
Lake Michigan	135	350
Monroe	118	N.A.
Muskegon	100	65
Northwestern	30	40
St. Clair	89	53
Schoolcraft	N.M.	N.M.
Washtenaw	126	1,181
GROUP C		
Delta	284	210
Grand Rapids	175	400
Henry Ford	350	250
Lansing	303	30
Macomb (all)	502	3,990
Mott (Genesee)	284	58
Oakland (all)	718	400
Wayne (all)	1,038	1,442

APPENDIX E

Summary of Community College Library/Learning Resource Centers

Hours Per Year Spent in Producing Media

Community College	Graphs & Prints	Recording Video Tapes	Recording Audio Tapes	Photographic Products
Alpena	30		10	
Bay de Noc	N.A.	75	50	100
Delta	6,000	100	150	2,650
Mott (Genesee)	1,678	748	211	504
Glen Oaks	N.A.	N.A.	N.A.	N.A.
Gogebic	2,000	44	N.A.	N.A.
Grand Rapids	All Functions 445 Hours			
Henry Ford	N.A.	N.A.	N.A.	N.A.
Highland Park	1,000	10	550	450
Jackson	N.A.	N.A.	N.A.	N.A.
Kalamazoo	All Functions 3,000 Hours			
Kellogg	5,120	943	495	1,520
Kirtland		50	30	
Lake Michigan	N.A.	N.A.	N.A.	N.A.
Lansing	8,960	6,500	1,919	1,500
Macomb (all)	15,100	2,800	250	1,200
Mid Michigan	N.A.	N.A.	N.A.	N.A.
Monroe	N.A.	N.A.	N.A.	N.A.
Montcalm	N.A.	30	30	300
Muskegon	1,040	242	N.M.	1,040
North Central	N.A.	N.A.	N.A.	N.A.
Northwestern	N.A.	N.A.	N.A.	N.A.
Oakland (all)	1,586	1,360	4,460	2,458
St. Clair	N.A.	500	N.A.	N.A.
Schoolcraft	N.A.	N.A.	N.A.	N.A.
Southwestern	N.A.	N.A.	N.A.	N.A.
Washtenaw	400	N.A.	400	600
Wayne (all)	130	85	2,000	1,200
West Shore	N.A.	N.A.	N.A.	N.A.

APPENDIX F

Summary of Community College Library/Learning Resource Centers
Hours of Audio and Video Closed Circuit Use*

Community College	Audio	Video
Alpena	N.A.	N.A.
Bay de Noc	0	120
Delta	N.A.	N.A.
Mott (Genesee)	N.A.	N.A.
Glen Oaks	0	0
Gogebic	N.M.	N.M.
Grand Rapids	22,680	42,040
Henry Ford	40,000	458
Highland	N.A.	N.A.
Jackson	N.A.	N.A.
Kalamazoo	N.A.	N.A.
Kellogg	6,232	12,464
Kirtland	0	300
Lake Michigan	N.A.	N.A.
Lansing	4,000	41,343
Macomb (all)	10,600	3,260
Mid Michigan	2,676	25,568
Monroe	540	7,625
Montcalm	500	1,000
Muskegon	N.A.	N.A.
North Central	0	0
Northwestern	N.A.	N.A.
Oakland (all)	23,052	61,757
St. Clair	9,600	N.M.
Schoolcraft	N.A.	N.A.
Southwestern	0	0
Washtenaw	8,000	300
Wayne (all)	1,400	300
West Shore	N.A.	N.A.

*Average user hours were computed by multiplying the hours of use times the number of users.

APPENDIX G

Summary of Community College Library/Learning Resource Centers

Access to Resources and Facilities

Community College	Copy Services		Reader/ Printers		Typewriter Services		Classification Systems		Barrier Free Access		General Advisory Committees		Special Advisory Committees		Cooperatives/ Networks Membership
	Yes	No	Yes	No	Yes	No	Dew.	L.C.	Yes	No	Yes	No	Yes	No	Number
Alpena	x		x		x		x		x			x		x	1
Bay de Noc	x			x		x	x			x		x	x		1
Delta	x		x		x			x			x			x	No answer
Mott (Genesee)	x		x		x			x	x			x		x	No answer
Glen Oaks	x		x		x			x	x		x			x	2
Gogebic	x			x	x		x		x			x	x		1
Grand Rapids	x		x		x		x		x			x		x	2
Henry Ford	x		x		x		x		x		x		x		0
Highland Park	x		x		x		x		x			x		x	1
Jackson	x		x		x			x	x		x			x	1
Kalamazoo	x		x		x			x	N.A.			x	x		3
Kellogg	x		x		x		x		x			x		x	1
Kirtland	x		x			x		x	x			x		x	1
Lake Michigan	x			x	x		x		x			x		x	1
Lansing	x		x		x		x	x	x			x	x		3
Macomb (all)	x		x		x			x	x			x	x		4
Mid Michigan	x			x	x		x		N.A.			x		x	No answer
Monroe	x		x			x	x		x		x			x	No answer
Montcalm		x		x	x		x		x			x		x	No answer
Muskegon	x		x			x	x		x			x		x	3
North Central	x			x		x	x		x			x		x	1
Northwestern	x		x		x			x	x		x			x	1
Oakland (all)	x		x		x	x	x	x	x	x		x		x	1-4
St. Clair	x		x		x			x		x	x		x		2
Schoolcraft	x		x			x		x	x			x		x	No answer
Southwestern	x		x			x		x	x		x			x	0
Washtenaw	x		x			x		x	x			x		x	2
Wayne (all)	x		x	x		x		x	x	x	x	x	x		1-2
West Shore	x		x		x			x	x		x			x	No answer

APPENDIX H

Summary of Community College Library/Learning Resource Centers
Hours of Operation

Community College	Number of Days Open		Hours Open Per Week		Supervised Hours	
	69-70	77-78	69-70	77-78	69-70	77-78
Alpena	5	5	50	55	40	50
Bay de Noc	5	5	61	64	40	60
Delta	7	7	94	86	89	86
Mott (Genesee)	7	7	82.5	67	69	67
*Glen Oaks	5	5	65	56	60	40
Gogebic	5	6	52.5	65	40	65
Grand Rapids	6	6	70	70	70	70
Henry Ford	7	7	90	83	90	83
Highland Park	6	5	60	49	60	49
Jackson	6	6	61	66	40	47
*Kalamazoo	5	5	65	53	65	45
Kellogg	6	5	52	62	49	62
*Kirtland	5	6	65	58	40	40
Lake Michigan	5	5	65	65	65	65
Lansing	6	6	70	75	65	72
Macomb (all)	6	6	78	71	78	71
*Mid Michigan	6	5	65	60	48	40
Monroe	5	6	65	64	65	52
*Montcalm	7	5	69	57	61	40
Muskegon	6	6	68.5	65	64.5	65
North Central	6	6	60.5	64	40	40
Northwestern	7	7	78	76	66	76
Oakland (all)	5	5	61	60.5	56	56
St. Clair	6	6	63	67	63	67
Schoolcraft	6	6	68.5	68	60.5	62
Southwestern	6	7	65	68	N.R.	68
Washtenaw	6	6	73	69	35	69
*Wayne (all)	**	5.5	**	59.5	**	47
*West Shore	5	5	61	59	56	40

*College in operation for less than 3 years at time of study in 1971.

**Wayne open at night four days per week.

APPENDIX I

Summary of Community College Library/Learning Resource Centers

Basic Collections

Community College	Total Volumes Held		Volumes Held Per FYES	
	69-70	77-78	69-70	77-78
GROUP A (Avg.)	(13,841)	(22,476)	(29)	(24)
Alpena	14,511	27,971	18	21
Bay de Noc	16,000	22,613	27	24
*Glen Oaks	14,357	30,249	25	47
Gogebic	15,975	19,713	31	20
*Kirtland	20,000	28,519	79	29
*Mid Michigan	10,073	17,723	27	17
*Montcalm	14,225	20,000	26	25
North Central	16,508	23,474	30	26
Southwestern	13,365	24,000	20	18
*West Shore	3,400	10,499	15	15
GROUP B (Avg.)	(26,147)	(47,273)	(15)	(19)
Highland Park	18,153	33,134	7	16
Jackson	18,259	36,514	9	9
*Kalamazoo	12,455	57,777	7	20
Kellogg	25,702	40,597	13	15
Lake Michigan	30,000	58,000	21	35
Monroe	31,655	45,216	28	34
Muskegon	27,032	49,960	11	19
Northwestern	29,568	43,000	25	22
Schoolcraft	41,103	68,047	12	15
St. Clair	24,339	39,000	13	16
Washtenaw	29,351	48,729	13	13
GROUP C (Avg.)	(65,325)	(84,082)	(11)	(10.5)
Delta	71,324	82,500	18	14
Grand Rapids	33,000	46,728	8	8
Henry Ford	60,972	73,014	10	9
Lansing	41,500	76,777	10	9
Macomb (all)	70,000	147,143	8	12
Mott (Genesee)	95,435	78,785	22	16
Oakland (all)	85,042	141,874	10	14
*Wayne (all)		25,832		2

*College in operation less than three years at time of study in 1971.

APPENDIX J

Summary of Community College Library/Learning Resource Centers

Periodical Holdings

Community College	Number of Titles Held		Per FYES	
	69-70	77-78	69-70	77-78
GROUP A (Avg.)	(225)	(209)	(.58)	(.21)
Alpena	325	187	.36	.07
Bay de Noc	150	200	.24	.21
Glen Oaks	305	294	.49	.44
Gogebic	172	166	.18	.16
Kirtland	300	235	2.17	.22
Mid Michigan	183	252	.46	.24
Montcalm	238	184	.42	.22
North Central	143	150	.25	.16
Southwestern	203	253	.15	.18
West Shore	234	172	1.04	.23
GROUP B (Avg.)	(367)	(450)	(.18)	(.16)
Highland Park	245	150	.09	.07
Jackson	223	367	.10	.09
Kalamazoo	540	475	.39	.17
Kellogg	304	407	.11	.15
Lake Michigan	350	350	.19	.20
Monroe	296	292	.25	.21
Muskegon	324	500	.13	.18
Northwestern	310	380	.27	.19
Schoolcraft	572	584	.15	.23
St. Clair	412	914	.11	.19
Washtenaw	457	536	.18	.14
GROUP C (Avg.)	(517)	(753)	(.11)	(.09)
Delta	356	621	.09	.10
Grand Rapids	229	350	.06	.06
Henry Ford	776	1,065	.13	.13
Lansing	433	1,045	.11	.11
Macomb (all)	642	1,141	.06	.09
Mott (Genesee)	507	474	.12	.09
Oakland (all)	1,573	808	.18	.07
Wayne (all)		518		.04

APPENDIX K

Summary of Community College Library/Learning Resource Centers
Microfilm Holdings

Community College	Microfilm Reels		Periodical Titles Held		Other Units of Microtext	
	69-70	77-78	69-70	77-78	69-70	77-78
Alpena	N.R.	2,688	N.R.	10	N.R.	4
Bay de Noc		536		60		500
Delta	4,575	7,300	194	400	15	2
Mott (Genesee)	3,735	3,264	114	71	9,355	1,542
*Glen Oaks	1,863	2,430	184	N.M.	N.R.	N.M.
Gogebic		N.A.		N.A.		40
Grand Rapids	1,000	1,320	41	N.M.	N.R.	N.M.
Henry Ford	854	3,562	N.R.	70	1,750	N.A.
Highland Park	1,677	2,343	123	45	N.R.	N.A.
Jackson	2,300	6,357	65	135	N.R.	3,204
*Kalamazoo	1,273	2,020	60	120	N.R.	358
Kellogg	1,263	1,363	104	109	23	358
*Kirtland	655	1,339	33	57	N.R.	15
Lake Michigan		113		2		12,500
Lansing	818	2,840	19	116	N.R.	6,173
Macomb (all)	2,989	7,133	79	200	45	20,076
*Mid Michigan	365	1,309	35	84	N.R.	9,375
Monroe	1,698	3,736	148	103	160	248
Montcalm	1,587	2,550	27	25	N.R.	N.A.
Muskegon	1,311	4,025	101	350	N.R.	250
North Central	1,383	3,314	18	N.M.	N.R.	N.A.
Northwestern	5,000	6,837	42	N.M.	300	N.M.
Oakland (all)	9,813	18,898	587	834	105	3,589
St. Clair	1,783	6,073	22	421	N.R.	N.M.
Schoolcraft	2,055	3,308	27	63	50	N.R.
Southwestern	535	1,450	33	51	N.R.	2,572
Washtenaw	1,824	5,032	205	119	271	576
*Wayne (all)		N.A.	N.A.	N.A.	N.A.	N.A.
*West Shore	210	938	14	23	N.R.	N.A.

*College in operation less than three years at time of study in 1971

APPENDIX L

Summary of Community College Library/Learning Resource Centers
Audio-Visual Software and Hardware Holdings
(Inventoried and Circulated by Library/Learning Resource Centers)

Community College	Software Units		Hardware Units	
	69-70	77-78	69-70	77-78
Alpena	600	3,082	30	97
Bay de Noc		762		131
Delta	600	2,965	360	445
Mott (Genesee)	22,750	24,221	258	744
Glen Oaks	3,760	1,302	92	114
Gogebic	175	1,187	63	118
Grand Rapids	665	1,280	185	592
Henry Ford		347		347
Highland Park	2,592	2,456	*	107
Jackson	1,225	4,304	*	47
Kalamazoo	11,000	23,070	200	168
Kellogg	4,738	10,378	111	795
Kirtland	400	2,423	20	76
Lake Michigan	160	3,978	106	220
Lansing	2,100	9,920	265	648
Macomb (all)	2,538	16,592	725	1,170
Mid Michigan	673	3,570	47	294
Monroe	3,000	14,041	350	294
Montcalm	868	1,470	44	60
Muskegon	1,846	17,482	132	488
North Central	400	875	31	47
Northwestern	500	1,477	15	82
Oakland (all)	49,888	97,566	1,451	1,355
St. Clair	2,259	3,628	166	206
Schoolcraft	8,307	12,434	193	339
Southwestern	350	10,471	80	80
Washtenaw	6,179	14,183	950	726
Wayne (all)		5,314		441
West Shore	1,657	861	94	118

*College uses school district audio-visual center.

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APPENDIX M

Summary of Community College Library/Learning Resource Centers

Circulation of All Print Materials

Community College	Circulation Rates (Total)		Student Use of Books	Student Use of Periodicals	Faculty Use Of Books & Per.
	1969-70	1977-78	1977-78	1977-78	1977-78
GROUP A (Avg.)	(6,889)	(12,133)	(9,152)	(2,401)	(580)
Alpena	12,844	10,348	10,348	N.A.	N.A.
Bay de Noc	10,000	12,423	9,012	3,411	N.A.
Glen Oaks	14,498	27,380	18,433	5,889	3,058
Gogebic	9,617	6,598	5,311	904	383
Kirtland	3,500	8,114	6,373	486	1,255
Mid Michigan	2,981	27,688	15,576	11,784	328
Montcalm	7,482	5,610	4,275	1,060	275
North Central	3,500	4,305	4,185	N.A.	120
Southwestern	3,975	15,920	15,420	500	N.A.
West Shore	488	3,016	2,640	N.A.	376
GROUP B (Avg.)	(22,341)	(29,865)	(22,876)	(4,341)	(2,648)
Highland Park	9,481	4,521	4,287	240	N.A.
Jackson	28,600	44,002	30,005	9,776	4,221
Kalamazoo	24,274	36,168	28,796	Inc w/bks	7,372
Kellogg	17,622	17,745	11,101	3,131	3,513
Lake Michigan	38,918	59,000	59,000	N.M.	N.M.
Monroe	16,866	19,503	12,128	6,735	640
Muskegon	27,786	25,389	15,957	7,804	1,628
Northwestern	10,900	19,192	15,871	2,546	775
Schoolcraft	34,423	41,797	37,011	N.A.	,786
St. Clair	24,856	38,949	21,430	N.A.	N.A.
Washtenaw	12,024	22,253	16,050	N.A.	6,203
GROUP C (Avg.)	(58,363)	(78,608)	(57,834)	(14,198)	(6,583)
Delta	43,000	79,006	31,500	8,033	39,533
Grand Rapids	12,843	37,020	14,713	22,307	N.A.
Henry Ford	101,657	75,184	69,184	N.A.	6,000
Lansing	48,007	110,545	88,329	22,216	N.A.
Macomb (all)	86,833	166,766	126,887	39,879	N.A.
Mott (Genesee)	82,221	26,005	13,905	11,284	816
Oakland (all)	33,981	81,728	68,901	7,699	5,128
Wayne (all)		52,608	49,249	2,169	1,190

APPENDIX N

Summary of Community College Library/Learning Resource Centers

Circulation Ratios

Community College	Books/Periodicals Per FYES & Faculty[1]		Software/Hardware Per FYES & Faculty[2]	A-V User Hours[3]	Grand Total
	1969-70	1977-78	1977-78	1977-78	1977-78
GROUP A (Avg.)	(12.6)	(12.7)	(2.7)	(2.9)	(18.3)
Alpena	15.6	3.9	2.8	0	6.7
Bay de Noc	16.6	15.0	3.0	.1	18.1
Glen Oaks	25.4	41.0	5.0	0	46.9
Gogebic	18.6	6.5	3.1	N.M.	9.6
Kirtland	13.9	7.7	1.5	.3	9.5
Mid Michigan	8.0	26.2	9.5	26.8	62.5
Montcalm	13.8	6.6	1.1	1.8	9.5
North Central	6.4	4.5	N.A.	0	4.5
Southwestern	5.8	11.3	N.A.	0	11.3
West Shore	2.2	4.0	N.A.		4.0
GROUP B (Avg.)	(11.9)	(14.8)	(6.3)	(1.7)	(22.8)
Highland Park	3.6	2.1	.6	N.A.	2.7
Jackson	13.2	10.6	5.3	0	15.9
Kalamazoo	14.5	11.7	3.4	N.A.	15.1
Kellogg	912	6.3	12.6	6.7	25.6
Lake Michigan	26.6	69.8	1.8	N.A.	71.6
Monroe	15.1	14.1	26.3	5.9	46.3
Muskegon	10.9	9.1	7.1	N.A.	16.2
Northwestern	9.3	9.5	.5	N.A.	10.0
Schoolcraft	10.1	8.5	1.0	N.A.	9.5
St. Clair	13.1	15.4	9.2	3.8	28.4
Washtenaw	5.4	5.7	2.6	2.1	10.4
GROUP C (Avg.)	(10.8)	(7.5)	(2.7)	(3.7)	(13.9)
Delta	10.8	3.5	5.9	N.A.	9.4
Grand Rapids	3.2	6.3	2.8	11.1	20.2
Henry Ford	17.0	9.0	N.A.	4.8	13.8
Lansing	12.1	11.6	4.4	4.7	20.7
Macomb (all)	9.7	13.1	1.6	1.1	15.8
Mott (Genesee)	18.8	5.1	3.2	N.A.	8.3
Oakland (all)	3.8	7.6	2.2	7.8	17.6
Wayne (all)		4.1	1.5	.1	5.7

1. Columns 1 & 2 Appendix M
2. Column 1 Appendix O
3. Columns 2 & 3 Appendix P

APPENDIX O

Summary of Community College Library/Learning Resource Centers

Circulation of Software and Hardware

Community College	Circulation (Total) 1977-78	Student/ Software 1977-78	Student/ Hardware 1977-78	Faculty/ Software 1977-78	Faculty/ Hardware 1977-78
GROUP A (Avg.)	(3,031)	(1,008)	(907)	(268)	(848)
Alpena	7,628	2,250	2,250	235	2,893
Bay de Noc	2,920	714	160		2,046
Glen Oaks	3,924	3,107	N.A.	817	N.A.
Gogebic	3,195	1,100	1,100	425	570
Kirtland	1,632	529	423	380	300
Mid Michigan	10,067	2,034	5,136	721	2,176
Montcalm	950	350	N.A.	100	500
North Central	N.A.	N.A.	N.A.	N.A.	N.A.
Southwestern	N.A.	N.A.	N.A.	N.A.	N.A.
West Shore	N.A.	N.A.	N.A.	N.A.	N.A.
GROUP B (Avg.)	(15,285)	(6,920)	(4,066)	(2,185)	(2,114)
Highland Park	1,259	N.A.	N.A.	N.A.	1,259
Jackson	22,385	22,385	N.A.	N.A.	N.A.
Kalamazoo	10,575	3,227	N.A.	3,164	4,184
Kellogg	35,169	13,641	19,917	894	717
Lake Michigan	3,300	N.M.	3,300	N.A.	N.A.
Monroe	36,392	8,421	2,258	17,738	7,975
Muskegon	19,701	8,197	7,398	1,106	3,000
Northwestern	1,112	1,112	N.A.	N.A.	N.A.
Schoolcraft	5,073	1,079	N.A.	886	3,108
St. Clair	23,103	13,798	9,305	N.A.	N.A.
Washtenaw	10,066	4,260	2,552	243	3,011
GROUP C (Avg.)	(21,970)	(4,710)	(3,341)	(5,374)	(8,545)
Delta	35,834	4,800	13,107	4,820	13,107
Grand Rapids	16,472	10,000	N.A.	N.A.	6,472
Henry Ford	N.A.	N.A.	N.A.	N.A.	N.A.
Lansing	42,061	8,883	12,724	8,000	12,454
Macomb (all)	20,935	N.A.	N.A.	7,680	13,255
Mott (Genesee)	17,090	9,890	N.A.	1,173	6,027
Oakland (all)	24,020	1,829	823	14,978	6,390
Wayne (all)	19,348	2,275	80	6,340	10,653

APPENDIX P

Summary of Community College Library/Learning Resource Centers
Addition of User Hours to Circulation Totals (77-78)
for Grand Total Circulation and Use, 1977-78

Community College	Total Print/ Non-Print Circ.	User Hours Audio	Video	Grand Total
GROUP A (Avg.)	(15,164)	(318)	(2,699)	(18,181)
Alpena	17,976	N.A.	N.A.	17,976
Bay de Noc	15,343	0	120	15,463
Glen Oaks	31,304	0	0	31,304
Gogebic	9,793	N.M.	N.M.	9,793
Kirtland	9,746	0	300	10,046
Mid Michigan	37,775	2,676	25,568	66,019
Montcalm	6,560	500	1,000	8,060
North Central	4,205	0	0	4,205
Southwestern	15,920	0	0	15,920
West Shore	3,016	N.A.	N.A.	3,016
GROUP B (Avg.)	(45,150)	(2,216)	(1,854)	(49,220)
Highland Park	5,786	N.A.	N.A.	5,786
Jackson	66,387	N.A.	N.A.	66,387
Kalamazoo	46,743	N.A.	N.A.	46,743
Kellogg	52,914	6,232	12,464	71,610
Lake Michigan	62,300	N.A.	N.A.	62,300
Monroe	55,895	540	7,625	64,060
Muskegon	45,090	N.A.	N.A.	45,090
Northwestern	20,304	N.A.	N.A.	20,304
Schoolcraft	46,870	N.A.	N.A.	46,870
St. Clair	62,052	9,600	N.M.	71,652
Washtenaw	32,319	8,000	300	40,619
GROUP C (Avg.)	(100,585)	(12,717)	(18,645)	(131,947)
Delta	114,900	N.A.	N.A.	114,900
Grand Rapids	53,492	22,680	42,040	118,212
Henry Ford	75,184	40,000	458	115,642
Lansing	152,606	4,000	41,343	197,949
Macomb (all)	187,701	10,600	3,260	201,561
Mott (Genesee)	43,095	N.A.	N.A.	43,095
Oakland (all)	105,748	23,052	61,757	190,557
Wayne (all)	71,956	1,400	300	73,656

APPENDIX Q

Summary of Community College Library/Learning Resource Centers
Personnel by Types of Staff

Community College	Administrators		Faculty		Technicians		Clerical		Student Aides		Total	
	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.
Alpena			2		2					6	4	6
Bay de Noc	2		1		1		1	.5		2	4	2.5
Delta	6				4		7			5	17	5
Mott (Genesee)	1	2.25	2	1.75	1		5	3.4		5.3	9	12.7
Glen Oaks			1		2		1	.5		.3	4	.8
Gogebic	.5		.5		1	1	1			1.25	4	1.25
Grand Rapids	1		4	.1	2		4			5.8	11	5.9
Henry Ford	1		5	2.9	1		4.5	2		5.4	11.5	10.3
Highland Park			9		3		5			4	17	4
Jackson	.2		1.8		1		1			3	4	3
Kalamazoo	2		3		7		6	1		8.3	18	9.3
Kellogg	1		4	1.5		1	5	1		13.8	10	17.3
Kirtland	1				1			.75		1.3	2	2.05
Lake Michigan	3.25						1			12.05	4.25	12.05
Lansing	6	1.3	6	3.7	16	5.8	5	3.1		22.3	33	36.2
Macomb (all)	4		12	2.6	12	8.2	15			24.5	43	35.3
Mid Michigan		1			1	1	1	1		1	2	4
Monroe	1		3		1		4	.1		2.1	9	2.2
Montcalm		1				1		1		1		4
Muskegon			8	1	5	1.35	5	.5		4	18	6.85
North Central	1						1			3	2	3
Northwestern	5		.8		1		4			4	10.8	4
Oakland (all)			9	5	16	2.5	5	2		1.2	30	6.2
St. Clair	1		3	.33	6	.5	1			13	11	13.83
Schoolcraft	1		5	.5			3	.75		3.5	9	4.75
Southwestern	1				1		1			3	3	3
Washtenaw	2		3	1	1		11			4	17	5
Wayne (all)	7	1	2		1	3.5	2	2		12	12	18.5
West Shore	2				2		1			.5	5	.5

APPENDIX R

Summary of Community College Library/Learning Resource Centers

Staffing of Service Functions

Community College	Totals			Public Services			Technical Processing			A.V. Distribution		
	F.T.	P.T.	S.A.	F.T.	P.T.	S.A.	F.T.	P.T.	S.A.	F.T.	P.T.	S.A.
Alpena	4	0	6	2	0	3	0	0	0	1	0	0
Bay de Noc	4	5	2	1.1	.2	.9	1		.3	.8	0	.6
Delta	17	0	5	9	0	1	2	0	2	1	0	0
Mott (Genesee)	9	7.4	5.3	4	1.85	1.8	2	2.5	0	1	.55	2
Glen Oaks	4	.5	.3	2.45	0	.3	.5	.5	0	.4	0	0
Gogebic	4		1.25	.9		1.25	.6		0	.85		0
Grand Rapids	11	.1	5.8	6	.1	2.7	2.2	0	.3	.8	0	.6
Henry Ford	6.5	4.9	5.4	6	2.4	2.3	2	.5	.5	2.5	0	2.6
Highland Park	17	0	4	5	0	1	3	0	1	2	0	1
Jackson	4	0	3	2.6	0	1.8	1.4	0	1.2	0	0	0
Kalamazoo	18	1	8.3	4	0	2.3	4	0	0	2.25	.5	0
Kellogg	10	3.5	13.8	3	2	7.8	1	.5	1	2	0	2
Kirtland	2	.75	1.3	.75	.5	.4	.5		.4	.375		.2
Lake Michigan	4.25	0	12.05	3	0	8.75	1	0	0	.25	0	3.3
Lansing	33	13.9	22.3	7	6	10.5	5	3.8	2.2	1	0	6.1
Macomb (all)	43	10.8	24.5	13.5	1.3	9.9	7.5	3.8	1.6	5.2	.9	6.1
Mid Michigan	2	3	1	1	.5	.4	0	1.4	.1	0	1.1	.15
Monroe	9	.1	2.1	4	.1	1.5	.8	0	.2	1.1	0	.3
Montcalm	0	3	1	0	1	.5	0	.2	0	0	.3	.1
Muskegon	18	2.85	4	6	.5	3	1	0	.25	2	.6	.5
North Central	2	0	3	1	0	2	.5	0	0	.5	0	1
Northwestern	10.8	0	4	4	0	2.5	2	0	0	2.8	0	1
Oakland (all)	30	5	4.77	16	2.5	4.13	3	0	.2	4	1	.24
St Clair	11	.83	13	4.25	0	3.5	1.35	0	1	1.75	0	7.5
Schoolcraft	9	1.25	3.5	6	1.25	3	1	0	0	2	0	.5
Southwestern	3	0	3	3	0	3	0	0	0	0	0	0
Washtenaw	17	1	4	8	1	3	5	0	0	1.25	0	.5
Wayne (all)	12	5.5	12	7	2.5	6	2	2	6	0	0	0
West Shore	5	0	.5	2	0	.5	0	0	0	0	0	0

APPENDIX R

Summary of Community College Library/Learning Resource Centers

Staffing of Service Functions

A. V. Production			A.V. Mtnc./Repair		Develop/ Design		Develop. Skills Lab.		Other		Community College
F.T.	P.T.	S.A.	F.T.	P.T./ S.A.	F.T.	P.T./ S.A.	F.T.	P.T./ S.A.	F.T.	P.T./ S.A.	
0	0	0	0	0/1	1	0/1	0	0/1	0	0/0	Alpena
.4	0	.4	0	0/0	0	0/0	1	0/0	.7	.3/0	Bay de Noc
4	0	2	0	0/0	0	0/0	1	0/0	0	0/0	Delta
1	1.25	.8	0	.15/.7	0	.85/0	0	0/0	0	.25/0	Mott (Genesee)
.5	0	0	.1	0/0	.05	0/0	0	0/0	0	0/0	Glen Oaks
.6	0	0	.2	0/0	.3	0/0	.55	0/0	0	0/0	Gogebic
.7	0	.4	0	0/.2	.8	0/1.6	.5	0/0	0	0/0	Grand Rapids
0	0	0	1	0/0	0	0/0	0	0/0	0	2/0	Henry Ford
2	0	.5	2	0/0	0	0/0	3	0/.5	0	0/0	Highland Park
0	0	0	0	0/0	0	0/0	0	0/0	0	0/0	Jackson
.25	0	0	.25	0/0	.75	0/0	5.5	.5/6	1	0/0	Kalamazoo
1	1	2	0	0/1	2	0/0	0	0/0	1	0/0	Kellogg
.25	.25	.1	0	0/.2	0	0/0	.125	0/0	0	0/0	Kirtland
0	0	0	0	0/0	0	0/0	0	0/0	0	0/0	Lake Michigan
7.5	3.4	1.8	2	0/.3	2	0/0	0	0/0	8.5	.7/1.4	Lansing
2.2	.5	.2	1.2	.5/0	3.2	2/.5	9.2	1.8/4.4	1	0/0	Macomb (all)
0	0	0	0	0/0	0	0/0	0	0/0	1	0/0	Mid Michigan
1.7	0	0	.4	0/.1	.2	0/0	0	0/0	.8	0/0	Monroe
0	.4	0	0	.1/0	0	0/0	0	0/0	0	1/.4	Montcalm
2	0	.25	1	0/0	1	0/0	5	1.75/0	0	0/0	Muskegon
0	0	0	0	0/0	0	0/0	0	0/0	0	0/0	North Central
1	0	0	.5	0/.5	0	0/0	.5	0/0	0	0/0	Northwestern
4	1.5	0	1	0/0	0	0/0	1	0/0	1	0/0	Oakland (all)
.75	.63	1	.2	.2/0	.9	0/0	.3	0/0	1.5	0/0	St. Clair
0	0	0	0	0/0	0	0/0	0	0/0	0	0/0	Schoolcraft
0	0	0	0	0/0	0	0/0	0	0/0	0	0/0	Southwestern
0	0	.5	1.25	0/0	.25	0/0	.25	0/0	1	0/0	Washtenaw
2	1	0	0	0/0	0	0/0	0	0/0	1	0/0	Wayne (all)
3	0	0	0	0/0	0	0/0	0	0/0	0	0/0	West Shore

APPENDIX S

Summary of Community College Library/Learning Resource Center
Allocation of Staff Time to Library/Learning Resource Functions
(In Percentages)

Community College	Library		Audio-Visual		Programmed Learning		Other	
	69-70	77-78	69-70	77-78	69-70	77-78	69-70	77-78
Alpena	75%	33 1/3%	25%	33 1/3%	0%	33 1/3%	0 %	0 %
Bay de Noc	80	60	20	40	0	0	0	0
Delta	80	80	20	20	0	0	0	0
Mott (Genesee)	93	70	7	30	0	0	0	0
*Glen Oaks	85	75	15	25	0	0	0	0
Gogebic	85	60	15	33	0	7	0	0
Grand Rapids	95	70	5	30	0	0	0	0
Henry Ford	N.R.	60	N.R.	30	N.R.	0	N.R.	10
Highland Park	95	66 2/3	4	33 1/3	0	0	1	0
Jackson	90	90	10	10	0	0	0	0
*Kalamazoo	65	26	35	33	0	28	0	13
Kellogg	65	50	35	50	0	0	0	0
*Kirtland	75	75	25	20	0	5	0	0
Lake Michigan	N.R.	80	N.R.	20	N.R.	0	N.R.	0
Lansing	51	57	21	40	24	0	4	3
Macomb (all)	33 1/3	47	33 1/3	28	33 1/3	23	0	2
*Mid Michigan	75	40	20	25	5	0	0	35
Monroe	60	60	40	40	0	0	0	0
Montcalm	75	50	25	10	0	0	0	40
Muskegon	80	40	20	25	0	25	0	10
North Central	98	80	2	20	0	0	0	0
Northwestern	96	60	2	36	0	3	2	1
Oakland (all)	63	75	34	22	3	3	0	0
St. Clair	80	45	20	40	0	15	0	0
Schoolcraft	80	80	20	20	0	0	0	0
Southwestern	35	90	65	9	0	1	0	0
Washtenaw	68	73	32	25	0	2	0	0
*Wayne (all)		74		23		3		0
*West Shore	65	50	35	50	0	0	0	0

*College in operation less than three years at time of study in 1971.

APPENDIX T

Summary of Community College Library/Learning Resource Centers

Percentage Allocation of Staff Time to Library Functions

Community College	Acquisition		Circulation		Interpretation	
	69-70	77-78	69-70	77-78	69-70	77-78
Alpena	50%	30%	25%	20%	25%	50%
Bay de Noc	45	20	35	25	20	55
Delta	10	10	27	50	90	40
Mott (Genesee)	43	43	17	26	40	31
*Glen Oaks	50	30	15	14	35	56
Gogebic	70	46	10	15	20	39
Grand Rapids	70	20	15	20	15	60
Henry Ford	N.R.	20	N.R.	50	N.R.	30
Highland Park	50	60	15	10	35	30
Jackson	35	35	40	25	25	40
*Kalamazoo	40	20	35	0	25	80
Kellogg	50	19	35	18	15	63
*Kirtland	50	50	25	10	25	40
Lake Michigan	N.R.	20	N.R.	20	N.R.	60
Lansing	43	26	40	49	17	25
Macomb (all)	33 1/3	28	33 1/3	33	33 1/3	39
*Mid Michigan	50	25	10	20	40	55
Monroe	15	2	25	50	60	48
Montcalm	30	50	30	20	40	30
Muskegon	58	25	9	0	33	75
North Central	60	20	20	10	20	70
Northwestern	75	35	5	15	20	50
Oakland (all)	47	24	15	11	38	65
St. Clair	N.R.	15	N.R.	15	N.R.	70
Schoolcraft	N.R.	17	N.R.	50	N.R.	33
Southwestern	N.R.	50	N.R.	30	N.R.	20
Washtenaw	72	35	20	48	8	17
*Wayne (all)		15		18		67
*West Shore	40	25	10	10	50	65

*College in operation less than three years at time of study in 1971.

APPENDIX U

Summary of Community College Library/Learning Resource Centers
Further Analysis of the Interpretation Function/Category Noted in Appendix T

Community College	% Cited**	Interpretation of Services	Reference Services	Instruction in Mat. Use	Systems Dev Design & Ev
Alpena	50%	10%	20%	20%	0%
Bay de Noc	55	20	25	10	0
Delta	40	0	40	0	0
Mott (Genesee)	31	2	17	0	12
*Glen Oaks	56	20	30	5	1
Gogebic	39	3	25	8	3
Grand Rapids	60	20	20	20	0
Henry Ford	30	2	25	3	0
Highland Park	30	10	20	0	0
Jackson	40	5	35	0	0
*Kalamazoo	80	20	60	0	0
Kellogg	63	10	25	19	9
*Kirtland	40	10	20	5	5
Lake Michigan	60	5	50	5	0
Lansing	25	3	15	1	6
Macomb (all)	39	16	19	2	2
*Mid Michigan	55	10	35	10	0
Monroe	48	10	35	2	1
Montcalm	30	10	10	5	5
Muskegon	75	25	50	0	0
North Central	70	10	40	20	0
Northwestern	50	25	20	5	0
Oakland (all)	65	10	40	12	3
St. Clair	70	10	25	15	20
Schoolcraft	33	0	33	0	0
Southwestern	20	5	10	5	0
Washtenaw	17	3	9	3	2
*Wayne (all)	67	11	38	14	4
*West Shore	65	10	50	5	0

*College in operation less than three years at time of study in 1971.
** In Appendix T, 3rd column.

APPENDIX V

Summary of Community College Library/Learning Resource Centers
Operational Budgets

Community College	LRC 1977-78 Budget	% of Institutional Operating Budget Allocated for Library/ Learning Resource Centers		Expenditures Per FYES	
		1969-70	1977-78	1969-70	1977-78
Alpena	$ 50,466	3.3%	1.7%	$52.07	$38.41
Bay de Noc	133,460	5.1	4.9	64.78	144.35
Delta	372,535	3.6	2.7	64.78	63.22
Mott (Genesee)	446,283	3.4	3.3	50.05	89.38
Glen Oaks	66,629	3.9	3.6	63.05	104.58
Gogebic	84,155	4.8	3.2	57.83	86.20
Grand Rapids	216,600	2.9	1.8	28.59	38.66
Henry Ford	510,758	3.6	3.2	40.79	63.41
Highland Park	110,200	2.2	1.8	28.70	53.20
Jackson	164,523	3.3	2.0	43.47	41.50
Kalamazoo	308,293	7.4	4.3	98.23	104.40
Kellogg	317,928	4.7	4.9	58.45	118.59
Kirtland	99,950	6.0	4.0	92.06	99.98
Lake Michigan	126,855	4.7	3.5	59.06	76.33
Lansing	1,149,405	3.9	5.4	44.74	127.19
Macomb (all)	1,326,492	3.0	5.6	36.08	107.68
Mid Michigan	91,751	15.1	3.3	254.36	80.39
Monroe	206,518	6.8	5.6	111.80	157.07
Montcalm	64,000	5.5	3.5	86.50	78.29
Muskegon	450,000	4.4	6.6	53.68	169.40
North Central	38,328	4.7	2.2	57.36	42.97
Northwestern	230,928	4.7	4.6	57.91	119.78
Oakland (all)	741,050	4.7	3.5	69.13	70.60
St. Clair	229,319	3.4	4.0	49.01	95.90
Schoolcraft	288,268	3.9	2.5	55.14	61.73
Southwestern	78,117	2.4	3.0	35.31	58.62
Washtenaw	371,340	5.0	3.7	96.21	101.37
Wayne (all)	382,154		1.8		31.53
West Shore	62,189	7.4	3.1	190.05	88.41

APPENDIX W

Summary of Community College Library/Learning Resource Centers

Percentage of Budget Allocated to Various Purposes

Community College	Staff Salaries	Student Wages	Books	Periodicals	Purchase A-V Software	Mtnce. A-V Hardware
GROUP A (Avg.)	55.2%	4.4%	14.8%	5.8%	5.4%	1.0%
Alpena	67.4	0	17.7	0	10.0	0
Bay de Noc	52.0	7.0	8.0	3.0	4.0	0
Glen Oaks	52.5	0	17.7	5.3	7.8	1.0
Gogebic	55	0	13	6.0	17.0	2.0
Kirtland	42.0	2.0	16.0	4.0	5.0	2.0
Mid Michigan	29.45	23.0	9.8	6.7	1.8	1.3
Montcalm	73.6	1.8	14.9	4.8	.4	.3
North Central	60.0	2.0	20.0	15.0	0	0
Southwestern	59.0	3.5	21.5	6.0	2.0	2.0
West Shore	62.0	5.0	11.0	9.0	6.0	2.0
GROUP B (Avg.)	62.7%	7.3%	10.5%	4.7%	3.1%	6.0%
Highland Park	77.35	0	17.0	1.5	3.7	0
Jackson	55.81	11.92	14.41	6.83	4.66	.27
Kalamazoo	65.0	5.0	14.0	3.6	6.4	2.8
Kellogg	67.9	6.8	6.9	3.4	3.1	1.6
Lake Michigan	43.0	12.0	17.0	8.0	0	5.0
Monroe	41.3	33.4	10.9	4.2	4.8	2.1
Muskegon	83.0	0	6.0	2.0	2.0	1.0
Northwestern	53.0	6.0	7.0	5.0	5.0	2.0
St. Clair	70.2	0	7.9	7.2	2.0	1.5
Schoolcraft	60.0	6.0	7.0	4.0	2.0	1.0
Washtenaw	74.0	0	8.0	7.0	1.0	1.0
GROUP C (Avg.)	65.2%	9.0%	8.4%	5.4%	2.5%	1.0%
Delta	60.5	12.9	12.0	4.0	0	2.5
Grand Rapids	73.5	11.55	7.4	2.1	0	.23
Henry Ford	71.5	4.9	7.0	3.3	2.9	0
Lansing	50.3	10.7	11.7	2.6	8.0	1.5
Macomb (all)	67.4	10.9	7.95	3.75	2.05	.8
Mott (Genesee)	69.76	7.47	7.8	2.24	4.21	.56
Oakland (all)	73.0	1.5	4.2	1.5	2.3	1.2
Wayne (all)	57.8	16.6	11.2	2.7	2.8	2.6

APPENDIX W

Summary of Community College Library/Learning Resource Centers

Percentage of Budget Allocated to Various Purposes

Purchase A-V Hardware	A-V Rental	Contracted Services	Office/ Service Supplies	Conference/ Travel	Other	Community College
7.2%	2.0%	1.1%	1.1%	.4%	1.6%	(Avg.) GROUP A
3.4	0	0	1.5	0	0	Alpena
12.0	6.0	3.0	1.0	1.0	3.0	Bay de Noc
.8	9.2	.2	.3	0	5.2	Glen Oaks
0	0	2.0	2.0	1.0	2.0	Gogebic
25.0	2.0	0	.5	1.5	0	Kirtland
25.4	0	0	2.1	.3	.3	Mid Michigan
.4	0	0	1.4	0	0	Montcalm
0	0	0	3.0	0	0	North Central
5.0	0	0	.1	.3	.6	Southwestern
0	3.0	1.0	.08	.02	0	West Shore
2.0%	4.0%	8.0%	1.8%	.11%	3.8%	(Avg.) GROUP B
0	0	0	.45	0	0	Highland Park
0	0	0	1.45	.19	4.44	Jackson
0	0	0	2.72	.48	0	Kalamazoo
1.6	1.5	3.2	.6	.3	3.1	Kellogg
1.0	0	0	2.0	.1	11.9	Lake Michigan
0	1.8	0	1.2	.1	.2	Monroe
3.5	1.5	.01	.04	.004	.946	Muskegon
7.0	4.0	1.0	7.0	0	3.0	Northwestern
.5	2.5	3.0	2.5	.002	2.69	St. Clair
0	2.0	1.0	1.0	.05	15.5	Schoolcraft
.3	3.0	2.0	3.0	.2	.5	Washtenaw
2.8%	.8%	2.5%	1.1%	.3%	1.6%	(Avg.) GROUP C
2.5	0	2.9	2.0	0	.7	Delta
4.6	0	0	.46	.27	0	Grand Rapids
2.0	2.5	1.4	.7	.1	3.6	Henry Ford
3.8	1.0	4.0	1.7	.6	0	Lansing
3.5	1.0	2.9	.65	.25	.6	Macomb (all)
3.67	1.34	2.14	2.05	.3	2.13	Mott (Genesee)
0	1.4	6.8	1.8	.2	6.2	Oakland (all)
2.2	.3	2.6	1.8	.7	1.6	Wayne (all)

SURVEY INSTRUMENT, DEFINITIONS, AND INSTRUCTIONS

Survey of Michigan Community College Resource Centers

Definitions and Instructions for Completing Survey

HEGIS Definitions and Instructions, Fall, 1977

SURVEY OF MICHIGAN COMMUNITY COLLEGE
LIBRARY RESOURCE CENTER

INSTITUTION: RESPONDENT:

CAMPUS IF MULTI-CAMPUS INSTITUTE: TITLE:

NAME OF RESOURCE CENTER: YEAR OPENED: TELEPHONE NO:

1. Please specify the number of full time equated students for Fall 1978._____
2. Please specify the number of full time equated faculty for Fall 1978._____
3. Please specify the number of credit hours generated for Fall 1978._____
4. Please estimate the number of courses offered for credit as listed in your current catalog._____
5. CHECK (X) your calendar system (a) ____semester (b) ____quarter

PART II CAPACITY TO SERVE: SERVICES

1. CHECK (X) the categories below which best describe the programs under your supervision.

a)____Library Services
b)____Audio-visual distribution
c)____Graphics Services
d)____Auto tutorial carrels supervision
e)____Learning Labs supervision
f)____Audio production
g)____Radio Station
h)____Television (closed circuit)
i)____Video production, studio
j)____Bookstore
k)____Other (specify)_____

2. CHECK (X) the categories below that best describe your open hours for Public Service during the academic year:

	M	T	W	Th	F	Sa	Su
MORNING	___	___	___	___	___	___	___
AFTERNOON	___	___	___	___	___	___	___
EVENING	___	___	___	___	___	___	___

3. Estimate your total hours of operation per week during the academic year._____
4. Of the total hours indicated in Question 3, how many are under professional supervision._____
5. On the average how many weeks is your LRC open when the college is not in session._____
6. On the average, how many hours per day is your LRC open when the college is not in session._____
7. Listed below are methods of orientation employed for library skills and research services.
CHECK (X) the methods you use and INDICATE THE FREQUENCY of usage, last year (1977-78), where applicable.

__a)____Faculty sessions
__b)____Formally structured classes
__c)____Guided group tours
__d)____Handbooks
__e)____Unique bibliographies
__f)____Class visits
__g)____Individual tours
__h)____Slide tape presentations
__i)____Video tape presentations
__j)____Other (specify)_____

8. CHECK (X) the category(s) that best describes who uses your audio-visual area to produce materials.

a)____Library/Media Staff
b)____Faculty
c)____Students
d)____Do not have an audio-visual production area
e)____Other (please specify)_____

9. CHECK (X) the category(s) that best describes who uses your graphics area to construct materials.

a)____Library/Media Staff
b)____Faculty
c)____Students
d)____do not have a graphics production area.
e)____Other (please specify) _____

10. What is the charge to students to copy an 8½"x 11" sheet?

a)____(please specify)
b)____Do not have copy machines available for student use.

11. What price per copy do you charge students to use a microform Reader/Printer?

a)____(please specify)
b)____Do not have a microform Reader/Printer available for student use.

12. What is the charge to students for the use of a typewriter for 30 minutes?

a)____(please specify)
b)____Do not have typewriters available for student use.

13. Does your Library/LRC use a book detection system to minimize loss? _____
14. What is your best estimate of the percentage of your total collection that is lost or stolen in a year._____

15. Indicate with a CHECK (X) the classification system used for print materials.

a) ____Library of Congress b)____Dewey decimal c)____Other (please specify)_____

16. Does your catalog list all print and non-print materials together? CHECK (X)

a) ____yes b)____no c)____Other (please specify)_____

17. Indicate with a CHECK (X) the category(s) that best describes your catalog system.

a)____Card catalog
b)____COM catalog
c)____Microfiche catalog
d)____CRT
e)____Book
f)____Other (please specify)_____

18. Is your Library/LRC able to comply with the Barrier Free Access Law?

a)____yes b)____no

19. What, if any, special services are you able to provide for handicapped patrons?_____

_____

20. Do you have a functioning faculty advisory committee for the Library/Resource Center? CHECK (X)

a)____yes b)____no

21. If you have functioning faculty advisory committees for special Library/Resource Center programs or services, please list._____

_____

22. List memberships in Cooperatives or Networks which support your LRC services._____

_____

PART III COLLECTION DEVELOPMENT AND USE

1. For each of the following indicate the extent of your collection as of June 30, 1978 by providing the NUMBER OF each item. Where the item is not in your collection, CHECK NOT APPLICABLE (NA), if the data has not been maintained, CHECK NOT MAINTAINED (NM).

	NUMBER OF	NA	NM
*Books (volumes)			
*Books (titles)			
*Reels of microfilm			
Titles on microfilm			
*Physical units of other microforms			
Titles of other microforms			
*Periodical titles (non-duplicates)			
*Other non-periodical serial titles (non-duplicate)			
*Volumes in separate Government Documents Collection			

2. Indicate the NUMBER OF physical units of cataloged/inventoried software and hardware which are part of the LRC collection as of June 30, 1978. If the item is not in your collection CHECK NOT APPLICABLE (NA), if the data has not been maintained CHECK NOT MAINTAINED (NM).

SOFTWARE:	NUMBER OF	NA	NM
Audio recordings			
Audio tapes			
Motion pictures			
Video tapes			
Filmstrips			
Slides			
Kits			
Realia			
Maps			
Charts			
Flat pictures			
Study prints			
Games			
Other (specify)			

HARDWARE:	NUMBER OF	NA	NM
Filmstrip projectors (include combos w/records & cassettes)			
Reel to reel tape records			
Cassette tape recorders			
Record players			
16 mm movie projectors			
8 mm movie projectors			
Still photo cameras			
Motion picture cameras			
Overhead projectors			
Opaque projectors			
Slide projectors (include combos w/cassettes, etc.)			
TV cameras			
TV monitors			
Miscellaneous			

3. To indicate the depth of your Periodical Collection estimate the number of periodical titles in "runs", regardless of format, for each of the following time periods.

Prior to 1900-1978 _____ 1960 - 1978 _____
1900 - 1978 _____ 1970 - 1978 _____
1940 - 1978 _____ 1975 - 1978 _____

* As maintained for HEGIS

4. For each of the following types of circulation, indicate the NUMBER OF transactions for individual students, faculty and staff for the year ending June 30, 1978. If the data is NOT AVAILABLE CHECK (X) NA.

A.

STUDENT TRANSACTIONS:	NUMBER OF	NA
Books, open shelf & reserve		
Periodicals, include micro-film		
Software		
AV equipment		
TOTAL TRANSACTIONS:		

B.

FACULTY AND STAFF TRANSACTIONS:	NUMBER OF	NA
Books		
Periodicals		
Software		
AV equipment		
TOTAL TRANSACTIONS:		

*GRAND TOTAL OF A & B: _____

5. For closed circuit audio, group or individual listening, estimate the average "user hours" for the year ending June 30, 1978._____ (Average "user hours" = number of users x hours of use)

6. For closed circuit video, group or individual viewing, estimate the average "user hours" for the year ending June 30, 1978._____ (Average "user hours" = number of users x hours of use)

7. Indicate the number of hours spent in the production of each of the following services to faculty, staff and students in the year ending June 30, 1978. If the data is NOT AVAILABLE CHECK (X) NA.

PRODUCTION ITEM:	NUMBER OF	NA
Production of graphics and printing products		
Producing and recording video tapes		
Producing and recording audio tapes		
Production of photographic products		
Other (specify)		

8. Please specify the average number of reference transactions per typical week during the year 1977-78._____

9. Please specify the average number of directional transactions per typical week during the year 1977-78._____

10. Indicate the number of inter library loans to other libraries in year ending June, 1978._____.
Loans received from other libraries. _____

11. When books, periodicals, software and AV equipment were added to your collection last year, what initiative or participation in collection building was taken by each of the following groups? Estimate each group's participation as a percent of total time involved by CIRCLING the percent under each item. Total initiative for any single item in the collection should not exceed 100%.

GROUP	BOOKS	PERIODICALS	SOFTWARE	AV EQUIPMENT
Faculty	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%
Librarians	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%
Technicians	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%
Students	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%
Administrators	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75 100%	0% 25% 50% 75% 100%
Others	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%	0% 25% 50% 75% 100%
TOTAL	100%	100%	100%	100%

PART IV CAPACITY TO SERVE: PERSONNEL

1. For each of the following areas indicate your staffing in whole numbers for full time personnel and in full time equivalents (FTE in tenths) for part time personnel.
If you do not staff any of the following, please indicate those services which are contracted with a C.

	PERSONNEL									
	Administ.		Faculty		Technicians		Clerical		Student	
	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
Library Public Services										
Technical Processing										
AV Distribution										
AV Production										
AV Maintenance/Repair										
Development & Design										
Development Skills (learning lab)										
Other										
*TOTAL										

* As maintained for HEGIS

2. Per Full Time Public Service Librarian, indicate number of hours per week spent at each of the activities listed below.

	Average hours per week		Average hours per week
a) At reference desk	_____	e) Book selection	_____
b) Tours/orientations	_____	f) Library skills instruction	_____
c) Bibliographic services	_____	g) Cataloging and Processing	_____
d) Faculty committees	_____	h) Other _____	_____

3. Specify the number of weeks included in the librarians' contract._____

4. Are the librarians given all of the same provisions in their contract as teaching faculty are given? CHECK (X) a)_____ yes b)_____ no

If no, specify the portions of the contract that are not granted to librarians_____

5. Is Summer school work for librarians:

a)_____included in the regular contract b)_____a special contract

6. Are weekend hours for Librarians:

a)_____included in the regular contract b)_____a special contract

7. Indicate the number of hours of student aids/student assistants used per year._____

8. Indicate the number of hours of other hourly assistance per year. _____
Explain briefly_____

9. Indicate the percentage of total staff time devoted to each of the major areas of the LRC:

a)_____Library c)_____Programmed learning (AT, AVT, etc)

b)_____Audio-visual d)_____Other (e.g. Planetariam, Museum)

10. For the Library Staff indicate the PERCENT OF TIME devoted to each function listed below:

a)_____Acquisition of materials (selection & processing)

b)_____Interpretation of services (PR and liaison)

c)_____Reference Services

d)_____Distribution of materials & equipment

e)_____Instruction in critical use of materials

f)_____Systems development, design, and evaluation:

11. To whom is the chief administrative officer or director of the Library/Learning Resource Center directly responsible in the administrative structure?_____
(Please attach an organizational chart if available)

PART V CAPACITY TO SERVE: FINANCIAL RESOURCES

1. Specify the college's total operational budget for the fiscal year ending June 30, 1978._____

2. Specify your total Library/Learning Resource Center operation budget for the fiscal year ending June 30, 1978. (Include expenditures for all software and hardware that are circulated through your LRC.)_____

3. Indicate the percentage each of the following major budget categories is of your total budget.

	Budget Category
_____	Salaries to regular contractual and salaried staff
_____	Wages to students and other hourly assistants.
_____	Books
_____	Periodicals
_____	Audio-visual software purchase
_____	Audio-visual hardware maintenance
_____	Audio-visual hardware purchase
_____	Audio-visual rental
_____	Contracted services (e.g. for equipment leasing, processing center charges, hardware maintenance contracts, etc.)
_____	Office and service supplies and materials
_____	Conference and travel
_____	Other

Thank you.

12/20/78

Definitions and Instructions for completing survey

Use HEGIS definitions and instructions whenever possible, except for these additional clarifications and refinements:

1. Definition of library/learning resource center - include functions as outlined in II,1. Do not include data (personnel, financial, collection, circulation) for bookstore, learning labs, radio station, curricula, etc., if these are sufficiently unique in or out of the LRC that their functions are separately budgeted or manned by personnel not otherwise associated with LRC. E.g., a learning lab found in LRC but manned by instructional department with budgets separate from LRC would not be reported in data; however, if a learning lab is a service manned or supervised by LRC personnel and so funded, the data would be included. Other examples: library skills classes for general patronage - yes, library technology curriculum classes - no, television station in LRC building but under Public Information Office direction - no, TV station as media service to instruction and charged to LRC budget - yes.

2. Time period for reporting data: for college-wide data, use Fall, 1978; for personnel, financial and resource data, use June 30, 1978.

3. As to III, 2 in survey: include software actually in use - items which are or could be circulated per some controlled inventory. Therefore, do not count software in a learning lab where the LRC staff do not immediately control distribution. E. g., audio tapes prepared for Public Information Office and not returned to LRC, hence not available to other users, are not considered a part of LRC collection. However, such items may be counted as a one time circulation in III, 4.

   Include hardware actually circulated in general use, or placed in station under LRC control, with return to LRC upon conclusion of term of use. Include equipment for which LRC is responsible, for which LRC has a record, and which LRC can move somewhere else if not used, etc.

   a. If overhead projector is on stand with extension cord, consider as one unit - not three. Likewise, a film projector with cassette equals one unit (e.g., Dukane). A projector temporarily linked with a recorder would equal two units, e.g. slide/tape units synchronized that could be used separately as well.

   b. The term miscellaneous may include headsets or other such discrete units of equipment checked out at circulation desk and requiring staff attention and custody.

4. Note that circulation data (for items III, 4-10) should cover items noted in III, 1-2 for which recorded transactions were made. "Check out, later checked in" normally equals one transaction. If one patron checks out a record and a phonograph, you may count the activity as a single transaction under software and a single transaction under hardware, since each inventoried transaction has to be observed. But if a headset is checked out with the cassette recorder (and the headset is normally used with the recorder), count as one package transaction under hardware.

   For III, 4-6: note that audio and video use allows the recording of individual tape circulation (software) transactions and the equated use of hours of broadcasting, multiplied by the number of users. To compute the latter, ask yourself - how many tapes would I have had to distribut to each user, if we did not have the audio or video system?

   In computing AV equipment and software circulation to faculty and students, count the equipment "in station" tran actions if staff admit users to area, help users to set up, etc., and keep records of such occasions. Do not, however, estimate how many students may have used equipment, just as open shelf use by students in library is not counted as recorded circulation. However, a "one time check out, not checked in" (e.g., a transparency made and given to faculty not to be returned) may be counted as a single transaction if such distribution is recorded.

   Note that the Grand Total III, 4 A & B, should equal the su noted in HEGIS circulation of materials.

5. As to III, 7: if you are obliged to estimate man hours, please do not simply multiply number of staff by average yearly hours. Rather, think in terms of products produced. This item is included because much of LRC media output may be in product rendering and human services of consultation and design, etc.; hence, circulation data and reference transactions may not be adequate indicators of output.

6. As to IV, 1: respond in a manner that best indicates your resou structure and staffing patterns. If you wish to specify many functions for one person, you may assign that person "in tenths to more than one area under full time. E.g., one full time librarian may be .5 in Library Public Services and .5 in Technical Processing. However, indicate part time personnel in whole numbers, unless they too can be specified in more than on function.

   Bottom line "TOTAL" should reflect actual numbers of persons employed as Administrators, Faculty, etc. and as typically reported in HEGIS.

7. As to IV, 9: to indicate percentage of total staff, take sum of all staff in IV, 1, and attribute to four categories. Total should equal 100% of TOTAL in IV, 1.

8. As to IV, 10: consider the more traditional library staff (e.g. exclude TV studio personnel) of librarians, technicians, clerks, student aides, administrators. Taking sum of all hours of these staff, divide that total into the hours spent on each function. Should give percentages totaling 100%.

   For Systems development, design and evaluation (IV, 10 f.) include hours of administrators and librarians spent in planning and assessing programs of service. INCLUDE, instructional development assistance, cooperative network involvement, etc.

JPP/evs
12/20/78

Pages 83-86 (Higher Education General Information Survey and Library General Information Survey, College and University Libraries, Fall 1977, Department of Health, Education, and Welfare, Education Division) were removed prior to the document's submission to the ERIC Document Reproduction Service.

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